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ABSTRACT

The Nanaimo (British Columbia) school district's French immersion program is evaluated. An introductory section gives background on the evaluation, outlines the evaluation process used, and offers brief comments on its outcome. The second section describes the immersion program's history and its current status in terms of enrollment, class size, staffing, funding, goals, and a comparison with the conventional French second language program. Correspondence received concerning the program is also reviewed. Section three presents the evaluation results in two parts: (1) data on both early and late immersion programs, including a comparison of results, an analysis of district student achievement in relation to provincial achievement ratings, oral testing criteria and results, and opinions concerning the fate of the late immersion program; and (2) results of surveys and meetings on the satisfaction of administrators, teachers, parents (including non-immersion parents), and students (at elementary and secondary levels, reported separately) with the program. The fourth section offers conclusions and recommendations for program improvement. Appended materials include: the text of the French immersion evaluation mandate; extensive data on enrollment, staffing, class size, grants, expenditures, budgets, and the French second language programs at the elementary and secondary levels; goal statements; and board policies and regulations. (MSE)

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Report On

FRENCH IMMERSION PROGRAM EVALUATION

May 1991

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SECTION I - OVERVIEW AND SUMMARY

A. Reason for the Evaluation

In December, 1987 the Superintendent's Office of the School District 68 (Nanaimo) published an *EVALUATION MANUAL* for educational programs. This manual was intended to "commence a new cycle of program and support service evaluations". As part of this program, a schedule was suggested. Therefore, the evaluation of the French Immersion Program is part of the ongoing program of evaluation for the district.

The external/internal team has primarily confined its work to determining the educational quality of the French Immersion Program in the School District 68 and the level to which it is providing an efficient and effective service to the parents within the district.

B. The Committee

A combined internal-external committee was set up by the Superintendent's Office in the Spring of 1990 under the chairmanship of Mr. Bert Morgan of Duncan. The first meeting of the committee was held under the chairmanship of Mr. Morgan on May 24, 1990. Subsequent to this meeting, Mr. Morgan was unable to continue on the committee because of poor health. A second meeting was held on June 23 under the temporary leadership of Dr. Nick Ardanaz. Following this, Mr. Ray Zacharias, retired Superintendent, Kamloops School District, agreed to assume the chairmanship of the committee.

The other committee members were as follows:

- Mr. Mike McKee, School District 68 Elementary Teacher
- Mr. Gavin Cooper, School District 68 Elementary Principal
- Mr. Larry Walrond, School District 68 Secondary Teacher
- Mrs. Pat Crossley, Principal of a Dual Track French Immersion School, Vancouver
- Dr. Nick Ardanaz, Principal of a Dual Track French Immersion School, Delta
- Ms. Jean-Anne Lowis, Assistant Director of Modern Languages, Ministry of Education
- Mrs. Val Duthie, Parent, Nanaimo
- Dawn McNeil, Parent, Nanaimo
- Mr. Peter Croft, Community Representative, Nanaimo (Resigned September 29, 1990)

C. Process Followed

1. Mandate determined

2. Data gathered

   (a) Questionnaires and surveys given to:
   - i. Parents of French Immersion Students
   - ii. Parents of Non-Immersion students in dual track schools
   - iii. French Immersion students
   - iv. French Immersion teachers
   - v. Administrators of French Immersion schools

   (b) Oral testing
   - Early Immersion students
   - Late Immersion students

   (c) School and classroom visits by committee members

   (d) Group meetings with French Immersion teachers and principals (separate) and teachers of English in the French Immersion program

   (e) Other sources of data:
   - publications and research
   - modern languages office of School District 68
   - Ministry of Education data services
   - Secretary-Treasurer's office of School District 68
   - previous correspondence to the Board

3. Analysis and interpretation of data

4. Conclusions and recommendations determined

5. Report written

6. Submitted to Superintendent's office

7. Presented to the Board

D. General Comments on the Outcome of the Evaluation

In the final section of this report there is a summary of the committee's findings with recommendations for the district to consider. As a prelude to the report, the committee would like to state that this evaluation was a positive experience and we found that the quality of the French Immersion Program in the School District 68 to be very good. There is a large number of parents taking advantage of this program and they, too, are very pleased with the quality of the program. Some aspects of the instructional program need to be strengthened, and some policy matters need to be reviewed.

The schools and the parents are appreciative of the support given by the Board and the district staff. However, the committee found that this appreciation is dampened by the periodic apprehension concerning the security of the French Immersion Program in the Nanaimo school district. The committee hopes that this report can help the Board to give direction to the program, to clarify some of the concerns, and, above all, to extend support to those involved in the program.

The committee is very appreciative of the excellent cooperation given to our members in gathering data for the evaluation and expresses its thanks accordingly.

SECTION II - DESCRIPTION AND BACKGROUND INFORMATION

A. History of the Program

The Early French Immersion Program of School District No. 68 (Nanaimo) began in September, 1977 at Pauline Haarer School. Its implementation was sparked by an interest on the part of the public in offering a more effective French as a Second Language Program than was being afforded students at that time; and the success of Early Immersion programs then being offered in Vancouver, Victoria and Coquitlam. The program was begun simultaneously with the extension of the French as a Second Language Program, then referred to as Core French, to the elementary level.

Terry Green was appointed to a French Helping Teacher position, to assist with the encouragement of E.F.S.L. and the implementation of the Early Immersion Program. It is likely that incentive funding for the establishment of these two programs was a factor in the decision to offer them, as much of the initial cost of the program was borne by Special Projects Funding or French Support Grant Funding from the Ministry's French Language Services.

Because of the interest and demand for the program a second school, Brechin, opened a kindergarten class in September of 1980. A third location at Harewood School was added in September of 1984. All three of the early immersion centres were in the older, central section of Nanaimo and at the time of the introduction of the program they were experiencing a decline in enrolments. Classroom space was available and there was an indication that further space would likely be freed up given the trend in population and housing starts at that time.

After three successful Immersion summer schools for students aged 8 to 11, a survey of grade 5 students and their parents revealed a high level of interest and the district initiated a Late French Immersion Program, beginning with two grade levels, 6 and 7, in 1981. The site selected was Quarterway School, which, like the three E.F.I. schools, was centrally located and enabled access from throughout the school district. Quarterway enrolled a second Grade 6 class in September of 1982. Restraint and lack of sufficient enrolment resulted in no intake for the years '83, '84, and '85; however the program was reinstituted at grade 6 in Pauline Haarer in 1986. In September of 1987 another grade 6 class was enrolled at Quarterway School.

In November of 1982, Terry Green, French Co-ordinator, reviewed all school district french programs for the Board in a document entitled *Five Years of Elementary French - A Perspective 1977-1982.* In it was observed a need to examine accommodation for Early French Immersion with a view toward a long-term stability and ease of accessibility of the program to district students.

In 1985 a French Programs Review Committee was struck. Under the chairmanship of Tom Krall the committee presented its report to the Board of School Trustees in February of 1986. The report included recommendations on program locations, staffing, transportation and facilities. It offered several different options to be considered, including a reduction of services, maintaining the existing level, and an expansion of the program to sites in the north and south ends of the district. The report was denounced by some trustees as an advocacy document, and no action was taken on the recommendations.

In March, 1987, the Board of School Trustees required that a committee be struck to consider French language instruction, including space requirements. An Ad Hoc Committee Report was presented to the Board on February 24, 1988. In April of the same year, Dr. Bob David, Superintendent of Schools, presented his comments and recommendations regarding the Ad Hoc Committee Report on French Immersion.

A need to renew a wing at Brechin School led to the removal of the Early Immersion Program from Brechin to Quarterway for the 1988-89 school year. The Early Immersion program is currently housed in Pauline Haarer, Harewood and Quarterway Schools. There has been no further intake in late immersion since September 1987.

On May 4, 1988, the Board called for a consultant to be hired to develop an extension of the Ad Hoc French Advisory Committee Report on the following:

1. Long term locations for Early and Late French Immersion Programs and Program Cadre;

2. Costs related to facility changes for housing these programs;

3. Review and updating of all French programs in areas of curriculum, personnel, resources and support services;

4. Review of Board policies on French Immersion.

The report was to be tabled by September 30, 1988. Sam McDowell was hired to act as consultant. His report, entitled Directions for French, carried three recommendations:

1. That the Nanaimo School District prepare a five year plan for the space utilization of school facilities;

2. That when the five year space utilization plan was completed and approved, the Nanaimo School District prepare and submit a five year Capital Budget Proposal to the School Facilities Branch of the Ministry of Education.

3. That in their 1989 Capital Budget Proposal a request for planning funds to be used to plan an addition to a school or schools yet to be determined be included.

Secondary French Immersion

The first class of Late Immersion students led the way into a Secondary French Immersion Program commencing in September 1982. Four subjects were offered to immersion students in French: French Language Arts, Social Studies, Science and Math. Because of the small number of students involved there was some difficulty attracting suitably qualified, experienced secondary specialists to teach the program.

The first Early Immersion students moved into grade 8 at John Barsby Junior Secondary from Pauline Haarer in September, 1985.

The first graduates moved from John Barsby into grade 11 at Nanaimo District Secondary School in 1985. Because of difficulty in attracting fully qualified teachers for a small group of students their course offerings were reduced to three courses over their final two years, less than the recommended maintenance curriculum.

In September, 1988 the entire Secondary Immersion Program was moved to N.D.S.S. in conjunction with a district-wide secondary school reorganization. It currently serves as the secondary immersion centre and will next year receive students in Grade 8 from Pauline Haarer, Harewood and Quarterway Early Immersion Programs.

French Programs Advisory Committee (F.P.A.C.)

A committee comprised of representatives from parents, administrators and teachers was struck in May, 1980. The mandate of the committee was to provide liaison between parents and personnel, to discuss developments in all programs and to offer advice to the Board of School Trustees. This committee functioned well until 1983, when the co-ordinator position was terminated due to restraint, but was not as effective for a number of years thereafter, leading to a recommendation being made in the Report of the Review Committee, tabled February 5, 1986, that it adhere to its 'original role'.

Administrators of French Program Since 1977

District Staff:

1977-1982	Terry Green, French Coordinator
1984-1986	Paul Schmidt
1986-1988	Pearl Gervais
1988-	Gerald Fallon
1989-	Francine John, Resource Teacher

Pauline Haarer Principals:

1977-1984	George Duffell
1984-1987	Pearl Gervais
1987-1988	Floyd Celli
1988-	Terry Green

Brechin Principals:

1980-1984	Al Cormons
1984-1989	Dale Slogar

Quarterway Principals:

1981-1986	Tony Broderick
1986-	Brian Lapadat
1989-	Marie Harel, Vice-Principal

John Barsby Principals:

1983-1988	Pat Bryan

Harewood Principals:

1984-1987	Bob Smith
1987-1989	Marlene Dergousoff
1989-	Don Mullis

N.D.S.S. Principals:

1985-1987	Peter McIntyre
1987-	Terry Ryan
1985-	Emile de Koninck, Department Head

B. Current Status of the French Immersion Program 1990-1991

1. **ENROLMENT** (Details Appendices 1-4 including previous years)

Elementary:	Primary 1(K)	63	
	Grade 1	72	
	Grade 2	63	
	Grade 3	86	
	Grade 4	81	
	Grade 5	63	
	Grade 6	64	
	Grade 7	53	
		545	Total Elementary (all early immersion)
Secondary:	Grade 8	62	(17 Late Immersion)
	Grade 9	34	(16 Late Immersion)
	Grade 10	33	
	Grade 11	20	
	Grade 12	15	
		164	Total Secondary
TOTAL ALL IMMERSION =		709	

2. **CLASS SIZE** (Appendices 3 & 4)

In reviewing class sizes, the committee studied the situation going back to 1983. This was done to compare the present situation to the historical development of the program and to determine how well the district has been able to abide by its policy (No. 3850) that the provision of the French Immersion Program shall adhere to the same class size applied generally in the district.

The committee confined its review to the elementary levels. One cannot make a fair comparison at the secondary level because class size varies considerably as it does in all specialty courses, (e.g. Home Economics, Business Education and French Immersion) and is determined by student program needs.

There were some years and some specific situations in the past where French Immersion classes at the elementary level were smaller than English classes, but the averages were generally comparable. At the start up stages, French Immersion classes tended to be smaller than English classes.

In 1990-91, the average classes size for all elementary schools in School District 68 is 24.61; the average class sizes for the French Immersion School are as follows:

Quarterway:	25.17
Pauline Haarer:	25.50
Harewood:	19.67

It should be noted that the English class size average at Harewood is 20.5, also below average.

The committee concludes that the Board is living up to its policy in maintaining comparable class sizes with the exception of Harewood. Nevertheless, when combined with the larger than average class sizes in Pauline Haarer and Quarterway, the situation evens out.

It should also be noted that the English class size average in Quarterway is lower than the French by 2.17 students.

3. **STAFFING** (Details Appendix 5)

For 1990-91, staffing for the French Immersion Program is as follows:

1.0	Director of Modern Languages
0.5	Resource Teacher
3.0	Principals (Secondary Principal not counted)
2.0	Librarians
28.0	Classroom Teachers - elementary
7.0	Classroom Teachers - secondary

It should be noted that the director is also responsible for all French Programs, other languages offered in School District #68, and English as a Second Language.

Staff Effectiveness (more details in Survey Results Section III)

As with all instruction, the quality of a program significantly relates to the quality, experience, and training of the teacher. Therefore it is very important to give emphasis to the recruitment and retention of staff. French Immersion is a high profile program in which the recruitment and retention of students in a specific class can often be related to the perceived effectiveness of the teacher.

The committee wishes to emphasize that, in general, the quality of the present staff of French Immersion personnel is very good.

With respect to staffing, the committee make the following observations:

a. Recruiting teachers at the elementary level at the present time is going well. School District 68 has been able to attract good teachers from other districts.
b. Secondary French Immersion teachers are more difficult to find. This is an area of staffing that needs to be strengthened.
c. The language competency of French Immersion teachers is excellent. 30% are trilingual and 82% are bilingual.
d. The district has a very good staff development and training program. This is one reason why the District attracts and retains teachers.
e. A large number (13) of French Immersion teachers are involved in ministry committees, development projects with other districts and in publishing.
f. The turnover in staff in the last three years has dropped.
g. The district is fortunate in having bilingual administrative and support staff in each French Immersion school.
h. Teachers and parents are appreciative of strong support and advocacy from both the director's and superintendent's offices.

4. FUNDING

Basic Operating Costs

For all French Immersion programs provincial funding is the same as for children in the regular programs. Therefore, so long as facilities, transportation, class size, staff, textbooks, library books, and pupil services are provided at the same level as for regular English programs, there should be no additional costs for French Immersion than there are for regular English programs.

The Evaluation Committee finds that the Nanaimo district is generally adhering to its Policy 3850 which specifies such equality of services. In other words, if French Immersion were to suddenly stop and all those students were placed in regular classes in neighborhood schools, there would be no significant savings in operating costs.

Special Grants: B.C. – Canada Protocol

The *Protocol* is the agreement between the Government of Canada and the provincial Ministry of Education. The latest protocol was signed in November 1988 and expires March 31, 1993.

This agreement provides for the *additional* costs incurred by B.C. under the following categories:

a. maintaining current French programs based on enrolment;
b. program expansion and development;
c. teacher training and development;
d. student support.

The above federal categories results in the Province of B.C. receiving "X" number of dollars each year; this is then granted to Districts based on their annual applications.

As an example, the School District 68 is slated to receive a total of $125,826 for 1990-91 (see appendix 6). The proposed budget (not yet finalized) for the district is $142,326. If this remains, the district is bearing an additional cost of $16,500 (appendix 7).

The $125,826 is based on the above four categories for such items as start-up grants for new classes, special projects, teacher in-service and cultural activities. In addition, the ministry grants additional sums for specific requests such as library improvements and student exchange.

It is very important for the Board, the school staffs, and the general public to understand the process of funding and the manner in which it is shown on operating budget print out (see appendix 8). Everyone should understand that money shown for French Immersion is not an extra burden on local school taxes but is federal money, transferred to the province and then granted to local districts.

As long as the Federal-Provincial Protocol is in existence, French Immersion is not a local taxpayer burden unless the district exceeds its grants or does not abide by Policy 3850.

For information, the following forms are submitted to the provincial Ministry of Education annually by the secretary-treasurer to obtain grants:

Schedule A: New Classes
Schedule B: Locally Initiated Projects
Schedule C: Socio-Cultural Activities
Schedule D: Extra Learning Assistance - Program Cadre
Schedule E: Miscellaneous Grants
Schedule F: Supplementary Requests

5. GOALS OF THE FRENCH IMMERSION PROGRAM

The Committee reviewed the Nanaimo District French Immersion Program in relation to the Guidelines published in the Ministry of Education Policy Circular (87.08.07). These guidelines are as follows:

a. French Immersion Programs shall consist of instruction in English and in French.

Comment: This is being done. The district is assuring this by utilizing, when deemed necessary, English teachers in the French Immersion classes where the teacher's first language is French. Also, the French Immersion Program parallels the English program in structure and content.

b. Pupil Eligibility: Any student in the B.C. school system, K to 12, is eligible to enter an immersion program, dependent on space and district registration policies. Comment: Nanaimo district policy corresponds to this guideline, although the committee, upon the advice of principals, feels that the registration regulations need to be reviewed and updated.

c. Content: The content of French Immersion Programs shall be parallel to that of the regular curriculum.

Comment: While the committee did not study the specific programs in each classroom, the committee agrees that this guideline is being met based on the supervision provided by principals and district staff, and by the very active professional development program given by the district.

Nevertheless, the committee suggests that principals should continue to take an active role in supervising to ensure that curriculum goals are being met, particularly in those subject areas where weaknesses are indicated through testing.

d. Transportation: Since the program is optional for students and parents, additional transportation to that provided to regular public school pupils or transportation assistance may be provided by the Board at local expense to French Immersion students.

Comment: Board policy specifies that parents are responsible for transportation beyond regular bus routes. This is of concern to some parents. The problem could be lessened if accessibility to the French Immersion Programs were made available to other parts of the district, particularly north Nanaimo.

e. Financial Support: For all French Immersion Programs, provincial funding will be the same as for children in the regular programs. French Immersion Programs are also eligible for supplementary funds from the Federal government in addition to the funding provided for regular programs.

Comment: The committee finds that Nanaimo follows this guideline. In fact, the director is very good at obtaining additional funding from the ministry for special projects. The District may wish to take more advantage of the funding provided for cultural exchange programs.

f. Instruction Materials and Pupil Services: School districts should make every effort to provide textbooks, library books and pupil services at the same level as for regular English programs.

Comment: The director has worked very hard to assure this. In fact, Nanaimo has taken the lead by working with the ministry to develop appropriate texts. Also, the supplementary grant obtained recently has done much to improve library services. However, the committee finds that the district needs to continue its efforts to assure that equality of library services is available to French Immersion students.

One other area of pupil services that is also in need of improving is support for French Immersion students with special needs. Consideration should be given to this problem, beyond that of providing learning assistance.

g. Teaching Personnel: It is essential that teachers in immersion programs, in addition to regular certification requirements, have a high degree of oral and written proficiency in the French language and a sound knowledge of the culture of French-speaking peoples. For the purposes of communications in English within the school and with parents, where necessary, teachers in these programs are expected to have a good working knowledge of English.

Comment: It is obvious that the achievement of the goals of the French Immersion Program and the standard of success is largely dependent on the quality of the teaching staff. The quality in Nanaimo is very good, and certainly the teachers do have a proficiency in French language and culture.

As mentioned elsewhere in this report, the secondary staff needs to be given support to strengthen its effectiveness. However, the committee recognizes that the director is aware of this and is working on it.

The district can be commended for strengthening its French Immersion staff because of the following:

- a good recruitment program
- good retention of staff
- a very good professional development program

6. **FRENCH AS A SECOND LANGUAGE** (Appendices 9 to 11)

The committee felt that its primary mandate was to evaluate the French Immersion Program. The mandate stated as a *secondary objective*, the Committee was asked to compare F.S.L. to French Immersion and student achievement in Nanaimo.

The committee felt that such a comparison is no different in Nanaimo than anywhere. *French as a Second Language is a different program than French Immersion with significantly different goals.*

Considerable research has been done in Ontario to point out the differences (see appendix 11). This can be summarized as follows:

Basic Level of Proficiency: 1200 hours of French Instruction K-12

- a fundamental knowledge of French
- participate in simple conversation
- ability to read simple texts

The above could be provided as an EFSL and 20 minutes per day for K-7 and an SFSL at 40 minutes per day for 8-12.

Middle Level: 2100 hours of French Instruction

- able to read newspapers and books of personal interest with occasional help from a dictionary
- to understand radio and television
- to participate adequately in conversation
- to function reasonably well in a French-speaking community after a few month's residence

The above could be provided in a Late Immersion Program.

Top Level: 5000 hours of French Instruction in a school career.

- enable the student to continue his/her education using French as the language of instruction at the college or university level
- to accept employment using French as a working language - to participate easily in French conversation.

The above would be typical of a K-12 Immersion students.

In a very large school district, it may be possible to have all three programs and allow parents to make a choice. In a smaller district, the decision as to which program is most appropriate would probably depend on the resources available and the degree to which the program is supported by the ministry and the clients (parents and students) involved.

7. REVIEW OF CORRESPONDENCE

The Nanaimo School Board has received some correspondence and petitions from parents and local groups in relation to French programs in the district. Most of this correspondence deals with issues that fall within Board jurisdiction relating to policies.

The committee's mandate was to evaluate the French Immersion Program, not to deal with whether or not the program was to be offered or whether it was to be changed to a different type of program.

Nevertheless, since this correspondence was referred to the committee, it was felt that a summary description should be included in this report.

Group One: Letters of support for the French Immersion Program

a. Brief from Canadian Parents for French representative thanking the Board for supporting French Immersion
b. Letter from parent supporting the district's French Immersion Program. (Similar from 10 parents) (Also a presentation to the Board)
c. Letter from a grade 7 student supporting French Immersion.
d. Letter approving the move from Brechin to Quarterway.

Group Two: Letters requesting the phasing out French Immersion (most dated April, 1989)

a. Petition from 37 citizens and taxpayers to drop French Immersion and replace it with a Core French Program grades 1 to 12.

b. A letter from a citizen opposing APEC methods, but not supporting French Immersion
c Parent requesting no French Immersion, but supporting French as a Second Language Programs (similar letter from 11 people).
d. Drop French Immersion (7 letters)
e. Several letters from one citizen requesting Core French instead of French Immersion.

Group Three: Letters on French as a Second Language

a. Request to drop F.S.L. at grade 7.
Please note that eleven letters and a brief supported F.S.L. instead of French Immersion (in group two).

Group Four: Miscellaneous Letters

a. Brief from A.P.E.C. commenting on the McDowell Report
b. Letter from a taxpayer requesting details of expenditures on French Immersion
c. Letter from parent requesting transportation to F.I. program.
d. Request for Programme Cadre at the secondary level (10 students listed).

SECTION III – EVALUATION RESULTS

The major thrust of the evaluation of the French Immersion Program in Nanaimo was twofold:

1. to examine the effects of the Early and Late Immersion Programs; and
2. to determine the levels of satisfaction from students, parents, and teachers.

In order to achieve this, the committee conducted surveys with all the client groups, held meetings with teachers and principals, interviewed students, examined standardized test results, and conducted an oral competency test of students.

A. Early and Late Immersion

1. COMPARISON

We have examined the results of the 1988 provincial assessment of the writing for the Early (EFI) and Late (LFI) French Immersion grade 7 programs in Nanaimo-Ladysmith. In addition to this, the committee decided to assess the oral performance of students in grades 7, 8, 9 and 10 in order to determine their ability to communicate in French.

The data from both of these assessments provide sufficient information for the committee to present a profile reflecting the extent to which the students are achieving the goals and objectives of the language arts component of the EFI and LFI programs.

In Nanaimo-Ladysmith, Early Immersion is the instruction of the basic school curriculum through the medium of French. In the EFI Program, young students (kindergarten through grade two) are taught totally in French. As they progress through elementary school, they are gradually taught in increasing amounts of English, although French instruction remains at least two-thirds of their school day.

The aim of Early Immersion is functional bilingualism. Graduates are able to communicate comfortably in the second language, while also developing excellent English skills.

When students in some districts reach grade 6 they have the option of enrolling in the Late French Immersion Program. LFI is not a continuation of Early Immersion, although it uses the same concept.

Immersion is the most effective way to learn a second language. LFI is an opportunity for students who either missed or were not ready for Early Immersion.

LFI students start their program in grade 6 and receive all of their regular curriculum in French for the first two years. Once the students reach secondary school, they receive up to 50 percent of their instruction in French.

2. ACHIEVEMENT ANALYSIS

A total of 25 students in EFI and 23 in LFI participated in the writing assessment in 1988. The assessment was conducted with a relatively small target population and this should be taken into consideration when interpreting data.

Both EFI and LFI students were tested with the same writing assignments. As indicated above by grade 7, the EFI students have had seven years of French language instruction compared to two years for the LFI. This is evident by the results reported below.

a. Nature and Structure of the Writing Test

The writing test was divided into two main parts. One part dealt with the grammatical knowledge of the students in French. This first part was subdivided into four categories:

- semantic spelling;
- grammatical spelling;
- correct tense usage;
- correct form usage.

The writing results obtained in the four categories give an excellent indication of the knowledge of the students about the French language (grammatical knowledge).

The second part of the writing test dealt with the ability of the students to use the second language in a meaningful context for communication purposes.

Two main evaluative tasks were given: composition and cartoon description. These tasks evaluated the ability of the students to put ideas together in writing, to organize the ideas in a chronological and/or logical sequence, to correctly use their grammatical knowledge in a communicative context and to form simple and complex sentences in French.

The results obtained in this part of the assessment demonstrate the ability of the students to use French within a communication situation in writing.

b. Early Immersion Writing Results

According to the data, the EFI students scored above the provincial average on items related to:

- the writing content;
- the organization of ideas into simple and complex sentences;
- the organization of ideas into chronological and/or logical sequence

These results translate into the fact that the students have performed above average compared to the provincial average in their ability to write the French language for communication purposes.

	Domain		Percentage of Students Receiving Each Score					
			0	1	2	3	4	5
REDACTION (Composition)								
8.	Content	District	0.00	12.00	12.00	20.00	44.00	12.00
		Province	2.78	7.89	23.78	28.54	24.13	12.30
9.	Sentence Structure	District	0.00	24.00	24.00	24.00	16.00	12.00
		Province	2.67	18.45	32.02	25.06	17.17	4.06
10.	Vocabulary	District	0.00	24.00	20.00	24.00	16.00	16.00
		Province	1.62	11.72	30.97	30.39	18.21	6.50
11.	Semantic Spelling	District	16.00	8.00	12.00	24.00	36.00	4.00
		Province	12.18	10.67	17.29	26.68	25.17	7.31
12.	Grammatical Spelling	District	24.00	12.00	16.00	12.00	32.00	4.00
		Province	22.62	15.20	20.65	19.49	17.29	4.29
13.	Punctuation	District	0.00	8.00	4.00	20.00	36.00	32.00
		Province	3.13	6.15	9.40	21.35	36.66	22.27

	Domain	Item Number		Percentage of Students Receiving Each Score					
				0	1	2	3	4	5
BANDES DESSINEES (CARTOONS)									
14.	Content	1.1	District	4.17	16.67	79.17	0.00	0.00	0.00
			Province	2.53	16.57	77.91	0.00	0.00	0.00
		2.1	District	8.33	16.67	75.00	0.00	0.00	0.00
			Province	4.03	20.60	70.77	0.00	0.00	0.00
15.	Vocabulary	1.2	District	0.00	4.17	29.17	33.33	16.67	16.67
			Province	1.73	6.44	18.41	31.53	25.20	13.58
		2.2	District	8.33	8.33	8.33	29.17	33.33	12.50
			Province	3.11	9.21	20.48	29.46	22.44	11.05
16.	Spelling	1.3	District	12.50	25.00	20.83	12.50	20.83	8.33
			Province	19.10	15.65	20.14	20.71	14.84	6.56
		2.3	District	12.50	20.83	33.33	12.50	8.33	12.50
			Province	12.43	17.26	19.68	22.67	17.26	6.44
17.	Verbs	1.4	District	0.00	20.83	20.83	29.17	12.50	16.67
			Province	3.45	8.40	14.04	27.96	27.96	14.96
		2.4	District	4.17	20.83	29.17	16.67	12.50	16.67
			Province	4.49	10.36	15.07	25.78	27.85	12.20

In terms of grammatical knowledge, sentence structure and sentence enrichment, the EFI students have obtained above average performance in the following areas:

- verb conjugation:	District	57.87
	Province	56.50
- use of correct tense in verb conjugation:	District	73.61
	Province	67.84
- use of correct form in verb conjugation:	District	62.69
	Province	55.99
- sentence completion:	District	62.69
	Province	56.48
- sentence enrichment:	District	67.71
	Province	62.54

c. Late Immersion Writing Results

According to the date, the student in LFI produced below average *overall*. Their performance was measured in terms of their ability to write French for communication purposes and in terms of their knowledge about the language and its use in meaningful context.

In the area of grammatical knowledge, the LFI students performed lower than the provincial average.

Domain		Percentage of Students Receiving Each Score					
		0	1	2	3	4	5
REDACTION (Composition)							
8. Content	District	4.35	21.74	47.83	17.39	8.70	0.00
	Province	5.63	10.13	21.80	28.41	23.07	10.41
9. Sentence Structure	District	13.04	47.83	39.13	0.00	0.00	0.00
	Province	4.92	21.80	28.97	26.72	14.21	3.09
10. Vocabulary	District	4.35	47.83	39.13	8.70	0.00	0.00
	Province	2.67	13.92	28.27	33.76	16.32	4.08
11. Semantic Spelling	District	21.74	13.04	21.74	17.39	17.39	8.70
	Province	4.78	7.17	13.50	27.85	29.82	16.32
12. Grammatical Spelling	District	13.04	34.78	17.39	17.39	17.39	0.00
	Province	15.47	11.67	18.42	27.99	19.83	6.19
13. Punctuation	District	4.35	13.04	8.70	26.09	30.43	17.39
	Province	2.67	4.50	7.74	20.53	27.99	35.02

	Domain	Item Number		Percentage of Students Receiving Each Score					
				0	1	2	3	4	5
BANDES DESSINEES (Cartoons)									
14.	Content	1.1	District	8.70	17.39	73.91	0.00	0.00	0.00
			Province	3.23	18.65	76.16	0.00	0.00	0.00
		2.1	District	13.04	26.09	60.87	0.00	0.00	0.00
			Province	5.05	21.18	71.25	0.00	0.00	0.00
15.	Vocabulary	1.2	District	8.70	21.74	21.74	17.39	26.09	4.35
			Province	1.96	8.13	18.23	30.43	24.26	15.01
		2.2	District	8.70	43.48	17.39	13.04	17.39	0.00
			Province	3.51	9.68	22.44	28.05	24.40	9.68
16.	Spelling	1.3	District	17.39	26.09	13.04	26.09	17.39	0.00
			Province	10.94	13.32	19.35	25.67	21.46	7.43
		2.3	District	21.74	17.39	13.04	30.43	17.39	0.00
			Province	9.82	13.04	19.21	25.67	20.62	9.26
17.	Verbs	1.4	District	8.70	13.04	13.04	30.43	30.43	4.35
			Province	2.24	5.89	11.78	26.09	30.72	21.46
		2.4	District	8.70	13.04	13.04	39.13	21.74	4.35
			Province	4.07	8.27	13.46	26.09	29.45	16.41

Although the results associated with the LFI Program show some lags in relation to the EFI Program results, it must be observed that one of the reasons may be that the LFI students' second-language skills are not well developed enough to allow them to deal with relatively more complex elements of the French language. This could mean that because the EFI students had considerably more contact time (7 years vs 2 years) in French, the EFI group was better prepared to achieve superior second-language performance scores. These differences are consistent with similar provincial and national programs in Canada.

It is also significant to state that although the LFI group scored below average overall, they achieved a level of performance that makes them proficient in the French language in the writing areas that were evaluated.

3. ORAL TESTING

As indicated above, the committee recommended that an oral evaluation of the grade 7, 8, 9 and 10 students be undertaken. The oral French test was intended to measure the ability of the EFI and LFI students to express themselves orally in French.

The first part of the test involved the *description* of pictures: we used the criteria indicated below because they reflect the situation of describing a picture. Each criterion was evaluated out of 5. The students generally performed differently from each other, so we considered the lowest and the highest performances. A mark such as 2 to 4 means that the lowest performance is at level 2, the highest at level 4.

The second part of the test, the *discussion*, was evaluated according to the criteria used for provincial exams by the Ministry of Education. It is a global evaluation divided into two parts: fluency/content and vocabulary/sentence structure. Each part was evaluated out of 10.

ORAL TEST CRITERIA

DESCRIPTION					DISCUSSION	
Fluency	Meaning & Ideas	Sentence Structure	Vocabulary	Overall Communication	Content & Fluency	Structure & Grammar

A team of professionals analyzed the several hours of audio cassettes containing the interviews held with twelve different groups of students from five schools.

The intent was not to undertake and full error analysis but to ascertain the students' oral French competence and whether they could function in a Francophone community.

The results indicate that the students generally understand French very well. They can express themselves sufficiently to function in a Francophone community.

Although the communicative competence of the grade 7, 8, 9 and 10 EFI and LFI students is characterized by non-native traits, it would certainly be comprehensible and operational in situations with native speakers. On the basis of the results reflected in this report, it is evident that the Nanaimo-Ladysmith students speak French well. The students could communicate in the same set of circumstances that could be expected of Francophones of their age and grade level. They are functional in the French language. The EFI and LFI students are evidently not as proficient as their Francophone peers in French in the linguistic aspects of their speech.

The Nanaimo-Ladysmith students, as is the case throughout British Columbia with students enrolled in similar Immersion programs, do not sustain an oral communication in the same manner as a Francophone group. The speech pauses, for example, do not generally contain oral links or joiners such as "bon", "bien", "pis la", "tu sais" etc. We are convinced that with very little extended time living in a French milieu, the students would pick up these speech embellishments in a very short period of time.

The grade 7, 8, 9, and 10 students made the same type of errors found in the 1988 B.C. French Immersion assessment conducted by the Ministry of Education. There are similar types of errors that have been identified that apply:

a. gender errors (confusion with "le" or "la";

b. gender errors with possessive adjectives ("mon, "ta", "son", etc.);

c. substitution of the possessive adjective for the possessive pronoun ("c'est mon", for "c'est le mien"); this reflects linguistic interference from English;

d. omission of the third person plural of the present tense; (students often say: "il boit", "il sort", "il part" for "ils boivent", "ils sortent", "ils partent";

e. omission of object pronouns or incorrect order for object pronouns; (j'ai vu lui", "je mettais le dans mon pupitre");

f. omission of reflexive pronouns; ("je me lave", "je me repose")

g. a simplified verb system: present-past-future. Infrequent use of the conditional or subjective tenses.

It must be stated once again, that it would be unrealistic to expect the French Immersion Program in Nanaimo-Ladysmith or elsewhere in B.C. or Canada to result in linguistic competencies which would make the B.C. Immersion students indistinguishable from native French speakers.

French Immersion teachers at both the elementary and secondary levels have a difficult task - the products of their excellent teaching and valuable efforts are reflected within the positive results obtained by the students participating in this evaluation - a compliment to the Nanaimo-Ladysmith French Immersion teachers and to their effective school administrators.

4. OPINIONS RE DEMISE OF LATE IMMERSION

Some members of the committee sought out opinions on this subject from parents and administrative staff. The *three most often expressed opinions* were as follows:

a. **Transportation difficulties:** Early Immersion parents are used to transporting their children and are committed to the program, whereas by starting at grade six, parents were not as committed to transporting their children and/or both parents are working by the time their child reaches grade 6;

b. **Political climate:** people were scared off by adverse publicity (again, parents not as committed);

c. **Lack of knowledge of or lack of promotion** of the program. The promotion was viewed as a "hit and miss" affair. People trying to promote the program felt threatened. Some indication of lack of cooperation at the school level because LFI would bleed off good students.

Other reasons:

a. When you start at grade 6 it is more of a student choice than a parent choice; students didn't want to leave friends and neighbourhood;

b. We have EFI and core French; why a third program?

c. The teaching staff involved had less success than those in EFI;

d. Some apprehension re the security of the program (would the Board cancel it?) and lack of assurance for continuity. Too much "ad hocery"; not enough support and direction.

B. Level of Satisfaction (Results of Surveys and Meetings)

1. IMMERSION ADMINISTRATORS

To determine the level of satisfaction of French Immersion administrators in terms of:

- professional development;
- support services provided to them (resource teacher, gifted education, etc.)
- participation in decision making regarding pedagogical orientation, the budget priorities at the school and district level for F.I. Program, the content of training program and support provided for the implementation of new programs;
- quality of the learning resources provided for classroom purposes;
- the amount of interaction taking place in the target language amongst the teachers and with the school and district administration.

The small number of administrators involved made it difficult to determine trends or make definitive statements as regards any one category. The survey questionnaire, as well as observations resulting from a round table discussion between participants to the questionnaire and two members of the evaluation committee reviewing the questionnaire, provided edification of the questionnaire results.

The following observations were made:

a. Administrators are generally satisfied with the quality and variety of professional development experience provided by the district. The Director of Modern Languages and his helping teacher are meeting the needs of staff. A concern was expressed about the lack of substitute teachers. Also the top down approach to planning and coordinating might well be re-evaluated.

b. Enrichment experiences were left to the discretion of the classroom teacher. Modern Languages resources were used more than district Enriched/Gifted resources although teachers have full access to all district programs.

c. Access to computers is well addressed at the elementary level with two new labs now on stream and a functioning lab at the third elementary. Considerable concern was expressed about the needs at the high school where accessibility is limited by limited resources.

d. Concern about library services was expressed. There is a need to upgrade Early French resource materials. The facilities and personnel are in some cases not suited to the task assigned.

e. Special needs children in the French programs are not served by a resource room. This might be a high priority recommendation of the committee as the Assistant Superintendent of Student Services also made a pitch for this facility.

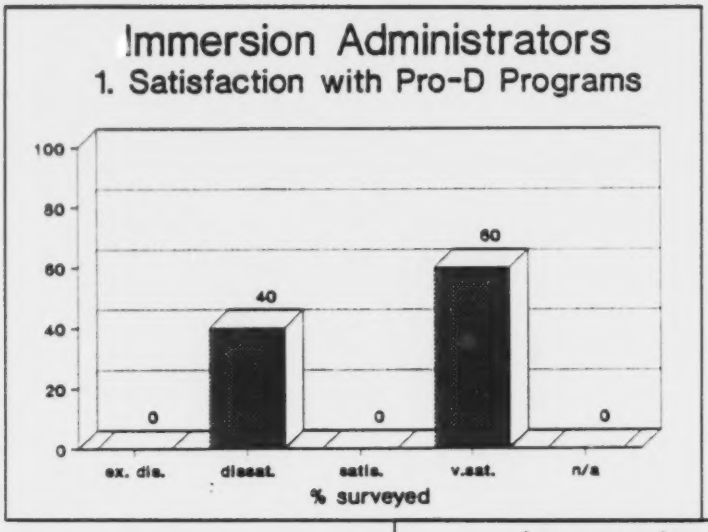
f. Increased administrative time and secretarial time is considered a priority due to the nature of the magnet school and the increased effort of bilingual administration.

It is our opinion that the administrators are generally satisfied with the program.

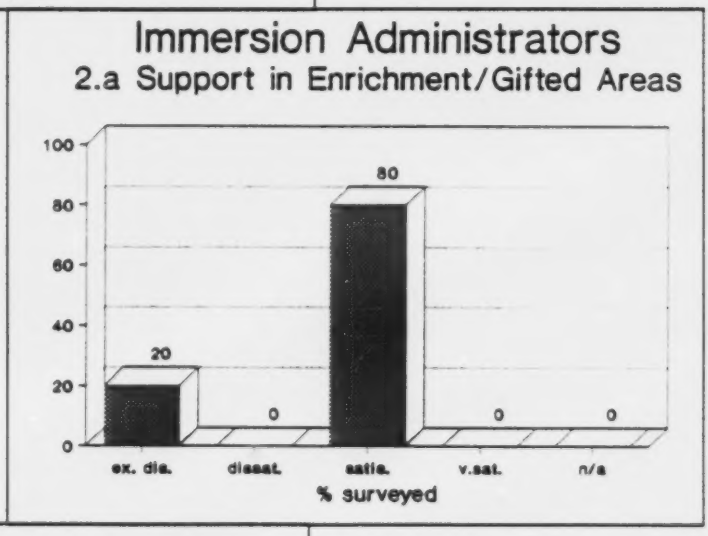
Many of the concerns expressed by administrators are not unique to the Immersion Program in Nanaimo. They reflect growing pains and tensions associated with many programs in different school districts. Two such concerns which manifest themselves in remarks made by the administrators, transportation difficulties associated with program sites and lack of accessibility associated with "capping" enrollment, are typical of the concerns school administrators are wrestling with across the province.

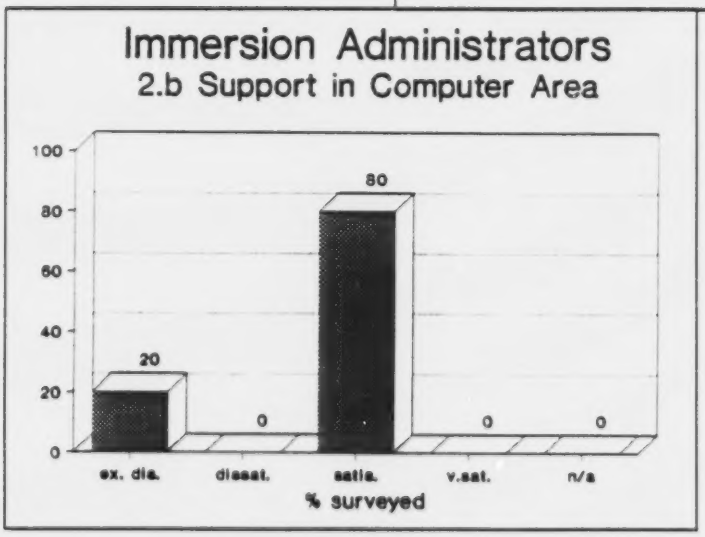
The following comments encapsulate the general feelings of the administrators:

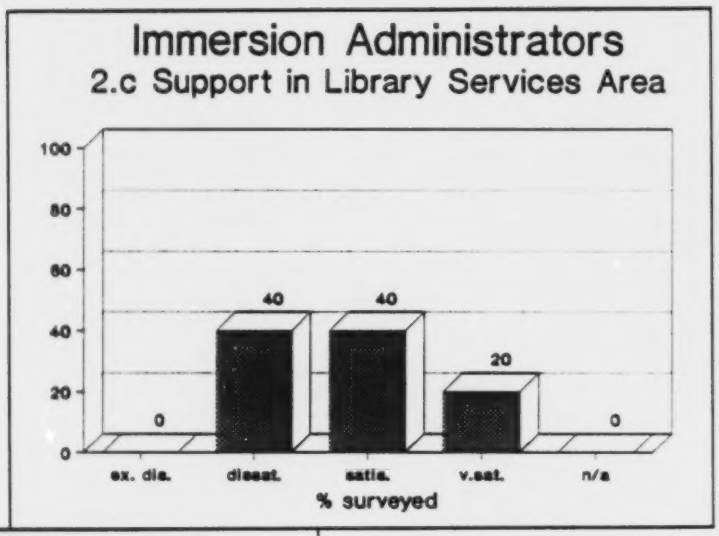
We are fortunate in this district to enjoy such a high level of support in Immersion and to have the in-service opportunities and resources made available through G. Fallon's office. There is a definite need for a resource room for students in French Immersion as well as for more opportunities to be available in the area of Gifted/Enriched Education. There should an equality of opportunity for all students in the district regardless of program. All services should be offered in French as well as in English if feasible economically. Current policies and practices within the district are in need of review with the view of updating them, especially registration procedures, transfers and recruitment of staff.

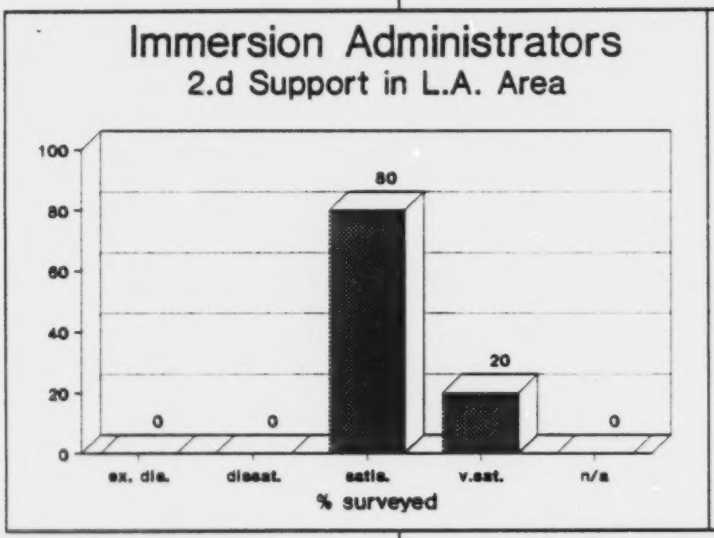


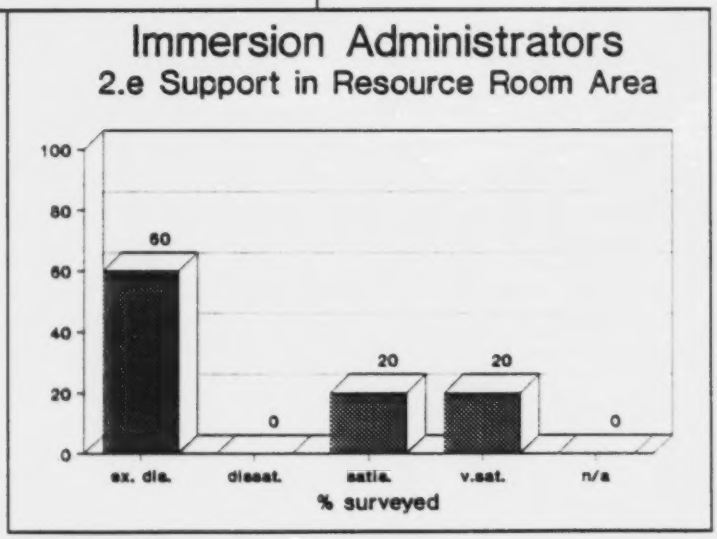
Number of Immersion Administrators Surveyed – 5

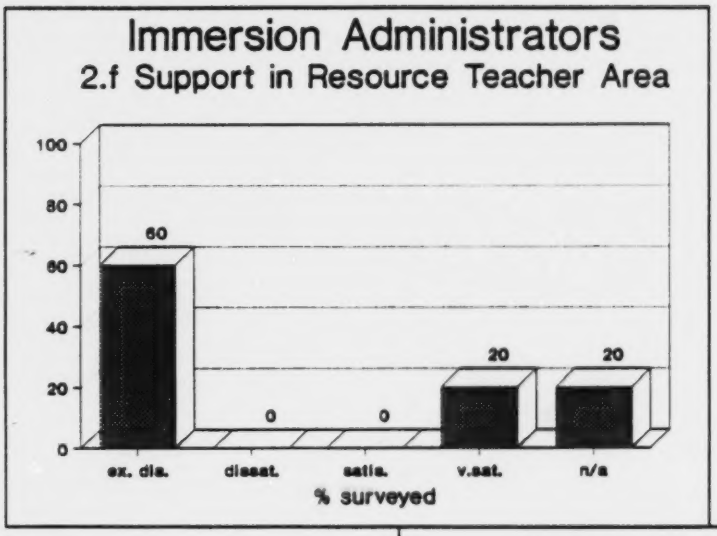


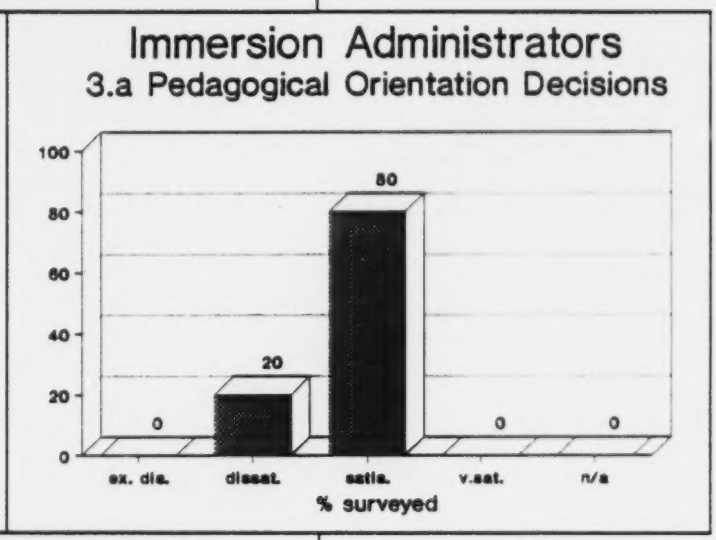


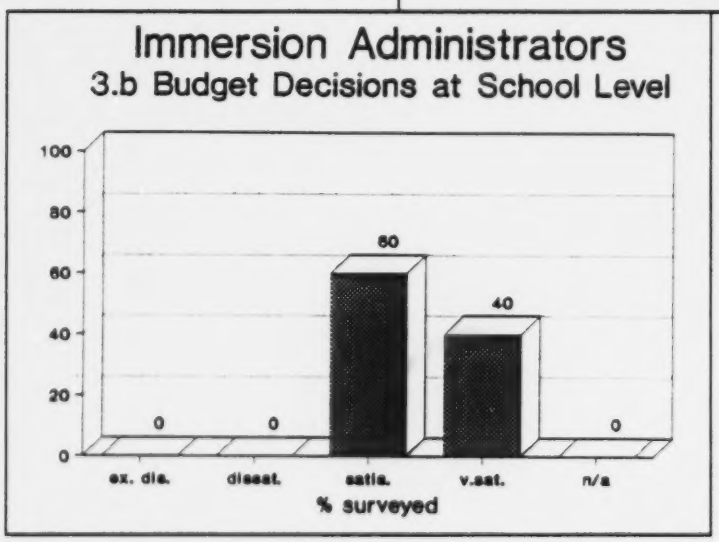

Immersion Administrators
2.c Support in Library Services Area
100
80
60
40
20
0
0
40
40
20
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

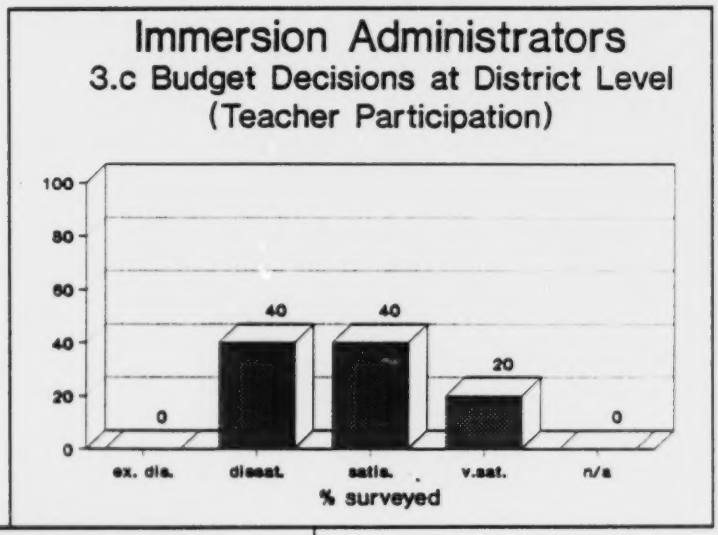

Immersion Administrators
2.d Support in L.A. Area
100
80
60
40
20
0
0
0
80
20
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

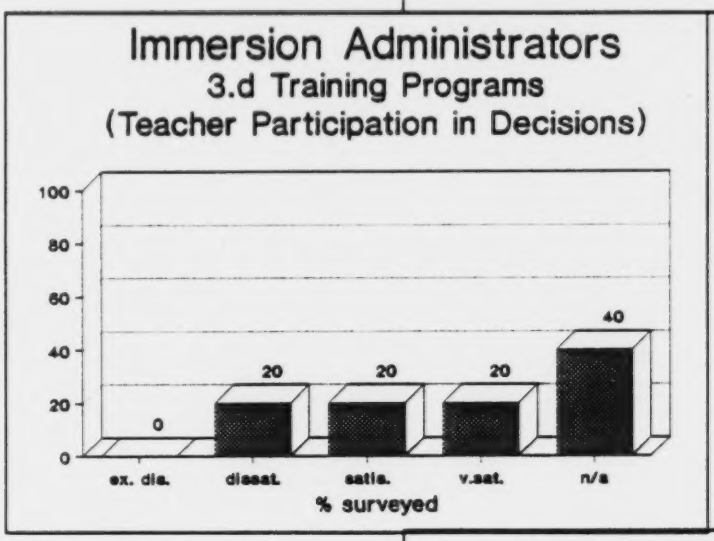

Immersion Administrators
2.e Support in Resource Room Area
100
80
60
40
20
0
60
0
20
20
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

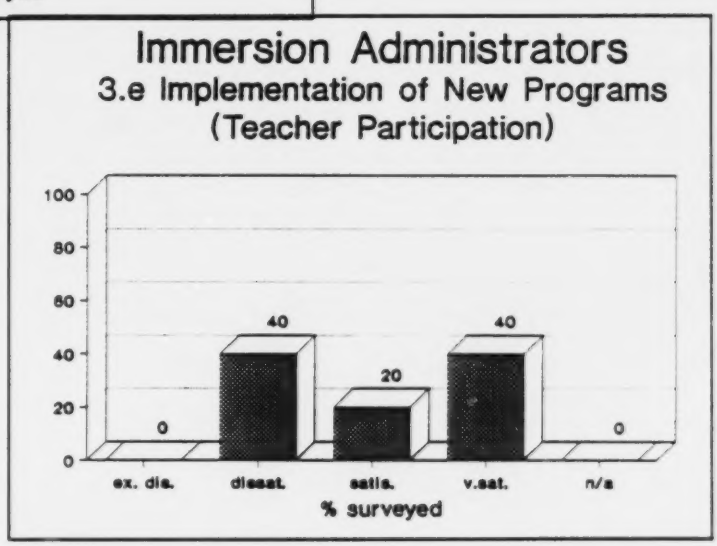

Immersion Administrators
2.f Support in Resource Teacher Area
100
80
60
40
20
0
60
0
0
20
20
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

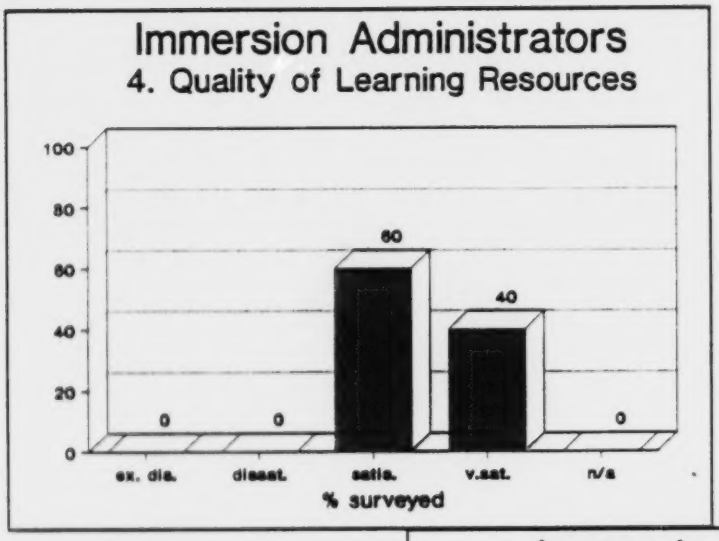

Immersion Administrators
3.a Pedagogical Orientation Decisions
100
80
60
40
20
0
0
20
80
0
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

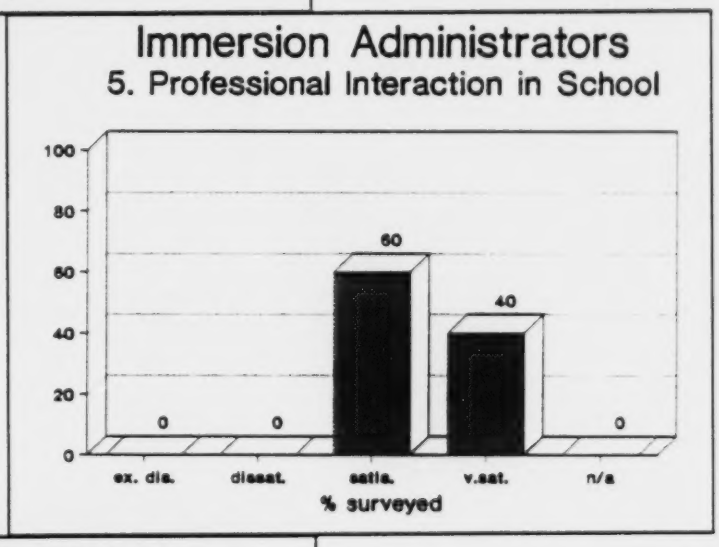

Immersion Administrators
3.b Budget Decisions at School Level
100
80
60
40
20
0
0
0
60
40
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

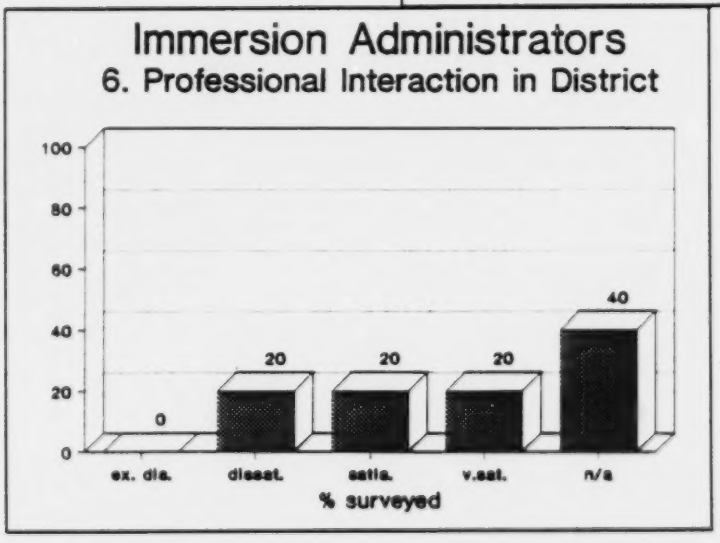

Immersion Administrators
3.c Budget Decisions at District Level
(Teacher Participation)
100
80
60
40
20
0
0
40
40
20
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

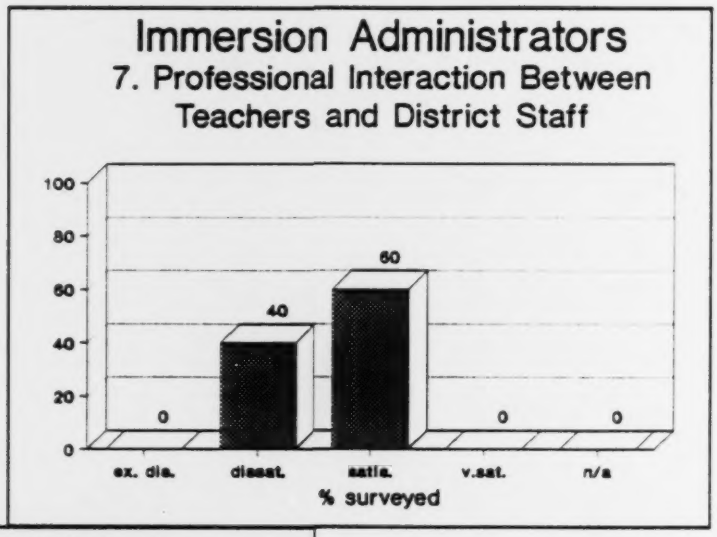

Immersion Administrators
3.d Training Programs
(Teacher Participation in Decisions)
100
80
60
40
20
0
0
20
20
20
40
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

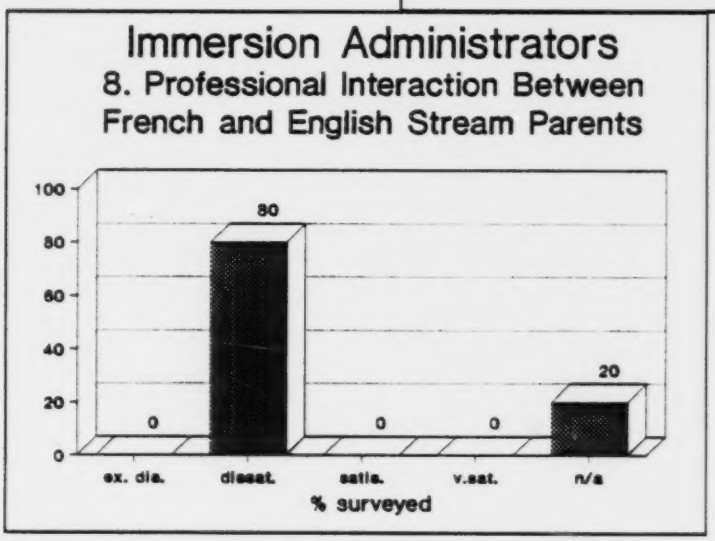

Immersion Administrators
3.e Implementation of New Programs
(Teacher Participation)
100
80
60
40
20
0
0
40
20
40
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Administrators
4. Quality of Learning Resources
100
80
60
40
20
0
0
0
60
40
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Administrators
5. Professional Interaction in School
100
80
60
40
20
0
0
0
60
40
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Administrators
6. Professional Interaction in District
100
80
60
40
20
0
0
20
20
20
40
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Administrators
7. Professional Interaction Between Teachers and District Staff
100
80
60
40
20
0
0
40
60
0
0
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Administrators
8. Professional Interaction Between French and English Stream Parents
100
80
60
40
20
0
0
80
0
0
20
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

2. IMMERSION TEACHERS

A questionnaire was distributed to all French Immersion teachers in the Nanaimo-Ladysmith school district. The questionnaire was designed to obtain program and background information from the respondents and to gather descriptive data and opinions on various aspects of French Immersion.

Visits to the schools offering French Immersion and a meeting with the Immersion teachers to acquire additional information and feedback were held following the receipt of the questionnaire responses.

The combined information obtained from the questionnaire, the school visits and meeting is summarized below.

Teaching Experience

Approximately 57% of the Immersion teachers have had 4 to 9 years of teaching experience in Immersion; 24%, 1 to 8 years and 19%, 10 or more years. As might be expected in a relatively new program, there was only a small percentage who have taught Immersion for many years (i.e. 10 years or more).

Satisfaction With Teacher-Support Services

Teacher satisfaction with the in-service they receive in the district is very high (84%). The remark was often made by teachers that the district French program co-ordinator had organized many practical workshops for the teachers, particularly in the last two years.

Teachers (over 80%) said that they were provided with professional interaction activities that were most beneficial to them at both the school and district levels.

It was indicated that the focus of the professional development sessions had been primarily on the new primary program. Everyone agreed that this was understandable in view of the immediate developmental and sequential needs of the curriculum for the Year 2000.

The expectation for the future, however, is that there is a definite need to begin addressing the required changes vis a vis the

Intermediate and Graduation programs at the earliest possible moment.

The teachers overwhelmingly stated their satisfaction with the very positive collaboration that prevails among the professional staff members.

Satisfaction with Learning Resources

Over 75% of the teachers reported that they were satisfied with the availability and quality of learning resources at the elementary level. Secondary teachers indicated an urgent need for audio-visual materials to support the various areas of the curriculum.

The teachers frequently mentioned that library materials, particularly in the area of supplementary reading, should be increased to expose Immersion students to a more standardized variety of reading selections.

Teachers felt that the school librarian should ideally possess a sufficient knowledge of French to be able to assist the students in the second language.

Satisfaction with the Curriculum Resources Center (CRC) was uniformly high amongst the large majority of teachers. It was highlighted by many that the new French acquisitions at the CRC were encouragingly increasing from year to year. It was indicated that additional resources are required to support the secondary program.

Teachers were generally very satisfied with the quality and availability of learning resources provided for classroom use.

Satisfaction with Student Support Services

There is a definite dissatisfaction (almost 80%) with the lack of support given teachers (for their students) in the areas of enrichment and gifted education in French Immersion.

The minutes of the "French Immersion and Special Education" committee meetings were tabled with the evaluation team for information. The evaluation team supports the work of this committee and recommends that the findings be seriously considered for implementation in these three areas:

a) improved special education services;
b) the introduction of resource rooms;
c) in-service for all teachers in the area of remediation.

The message received by the evaluation team is that all pupils should be given the "same quality of educational experience". Remediation and enrichment services for pupils in French Immersion are perceived as being of a "lower quality" at the present time.

The secondary school teachers indicated that learning assistance in subjects other than "Francais" should be offered (i.e. mathematics) and that "counselling services" be available in both the English and French languages.

Satisfaction with Courses Offered at the Secondary Level

Over 80% of the students in the French Immersion Program at the secondary level place a high value on studying French and are satisfied with the instruction they are receiving. However, there is one serious concern expressed by several students and strong supported (unanimously) by the secondary teachers - that is, the lack of additional optional courses in French. As expressed by one secondary student:

"I am very dissatisfied about the fact that by the time we are in grade 12, the ONLY program offered in French, is French, and we only get it for 5 months out of the school year (semester system). There should be at least one other course offered in French."

The secondary teachers have developed specific proposals in this regard. The evaluation team suggests that their plans for additional course options be given consideration for implementation in the future.

Research indicates that "drop-outs" from Immersion at the secondary level are often due to the lack of sufficient options in French to maintain student interest and to promote linguistic growth in the second language.

Satisfaction with the Administration of the Schools

It is clear that the French Immersion teachers feel very positive about the support they receive from the administrators in their schools. Teachers felt that at least one administrator in the school should possess a "working knowledge" of French. At the present time, all of the elementary schools offering French Immersion have one administrator that speaks French. This is not the case at the secondary level.

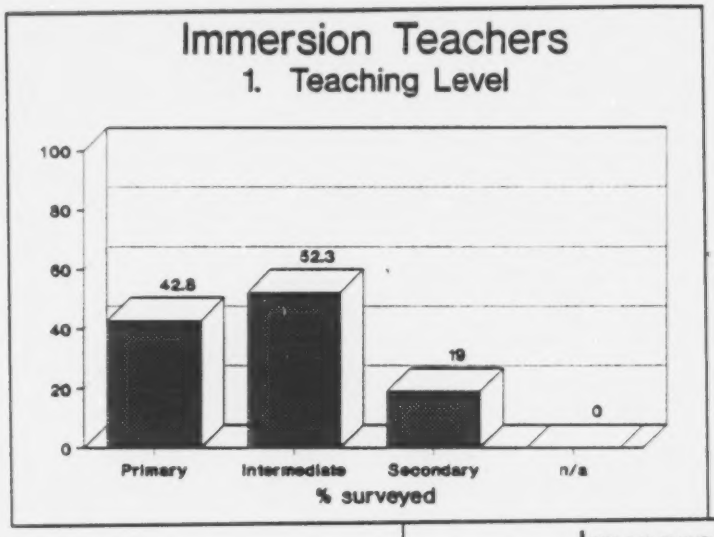
It was strongly expressed by the teachers that specific difficulties are frequently encountered as a result of this situation.

General Comment

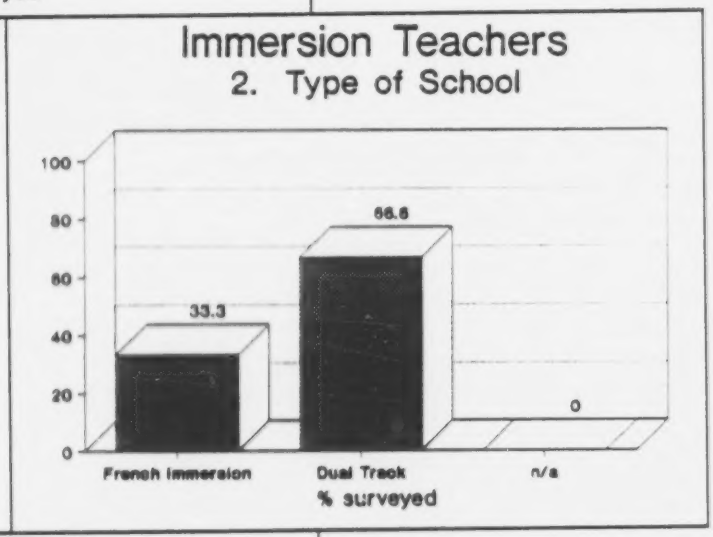
The visits to the schools reflected a very positive spirit of harmony and co-operation among the teachers and administrators in both the single and dual-track schools. One could instantly observe and feel the sense of pride that the teaching personnel showed for their students' commendable achievements.

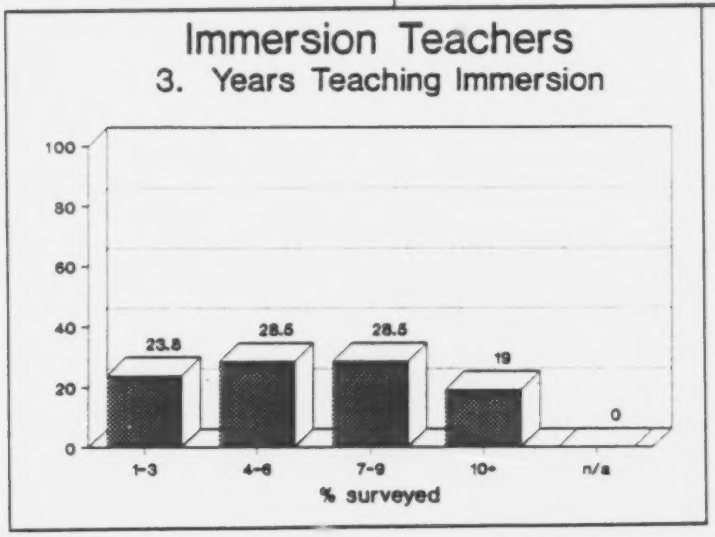
The students were just as proud to quickly "show off" their ability to express themselves and interact with their peers in French.

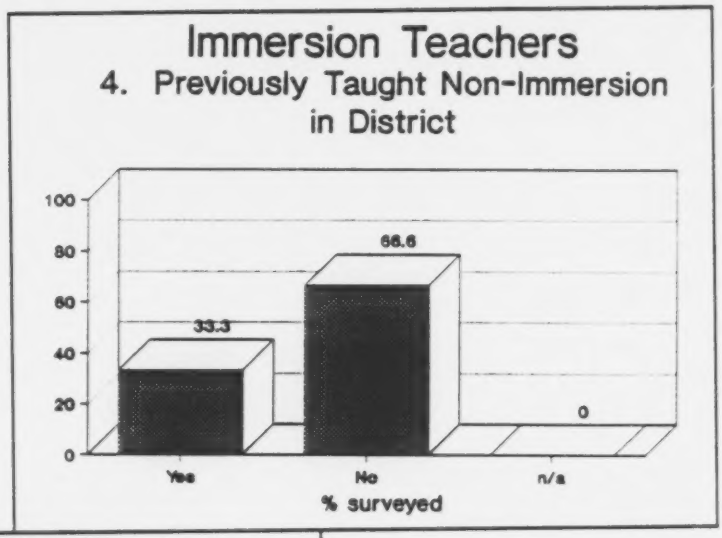
The Nanaimo-Ladysmith school district has much to be proud of in offering a quality education for the students enrolled in the French Immersion Program.

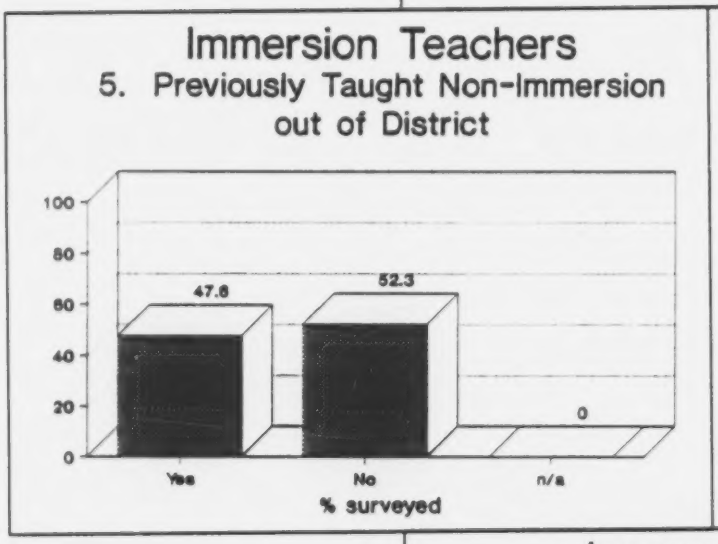


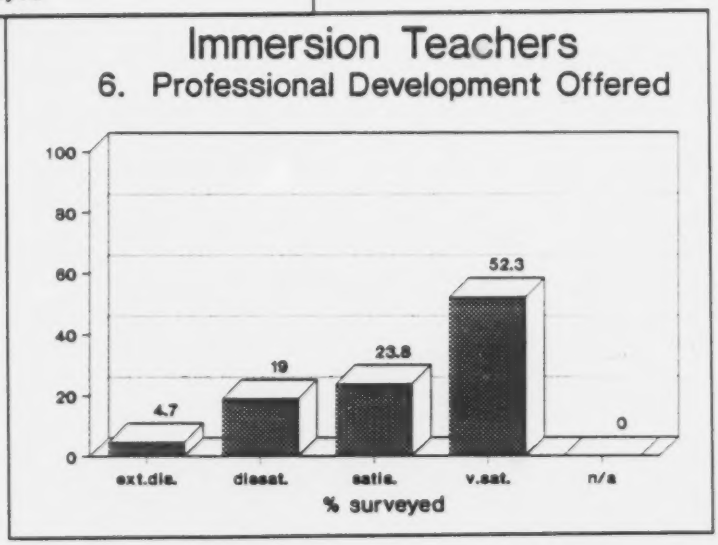
Number of Immersion Teachers Surveyed — 24

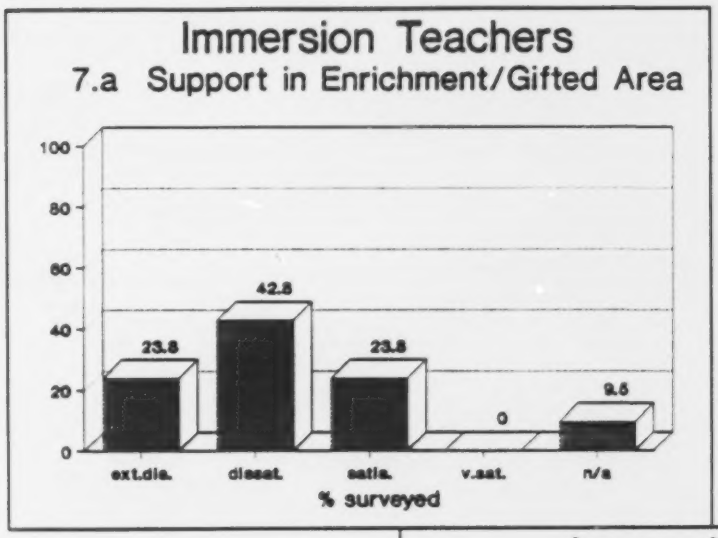


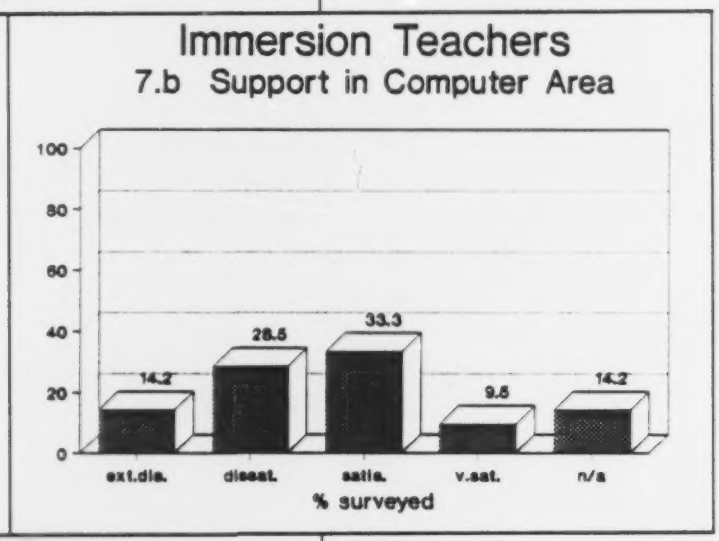


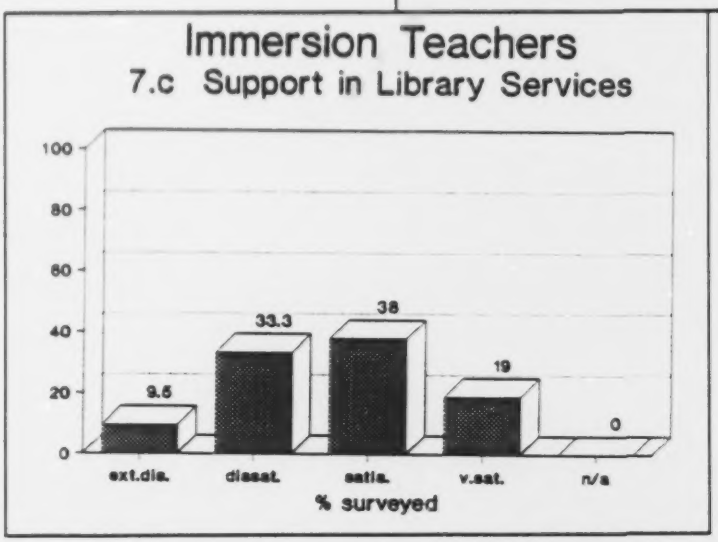

Immersion Teachers
4. Previously Taught Non-Immersion in District
100
80
60
40
20
0
33.3
66.6
0
Yes
No
n/a
% surveyed

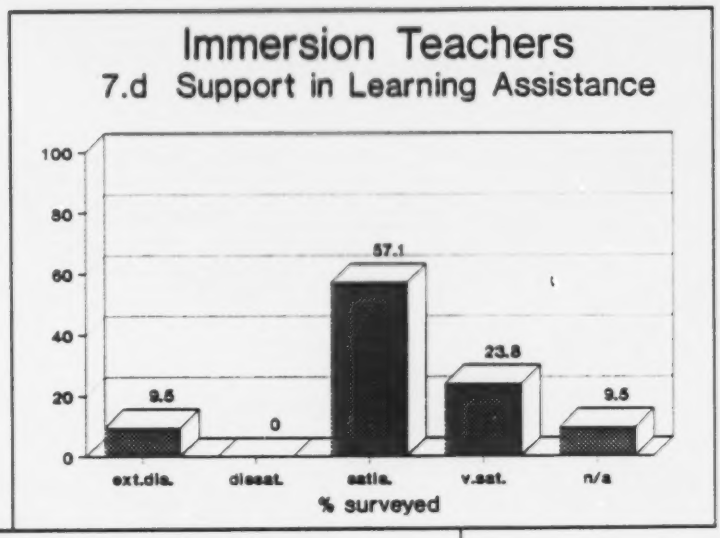

Immersion Teachers
5. Previously Taught Non-Immersion out of District
100
80
60
40
20
0
47.6
52.3
0
Yes
No
n/a
% surveyed

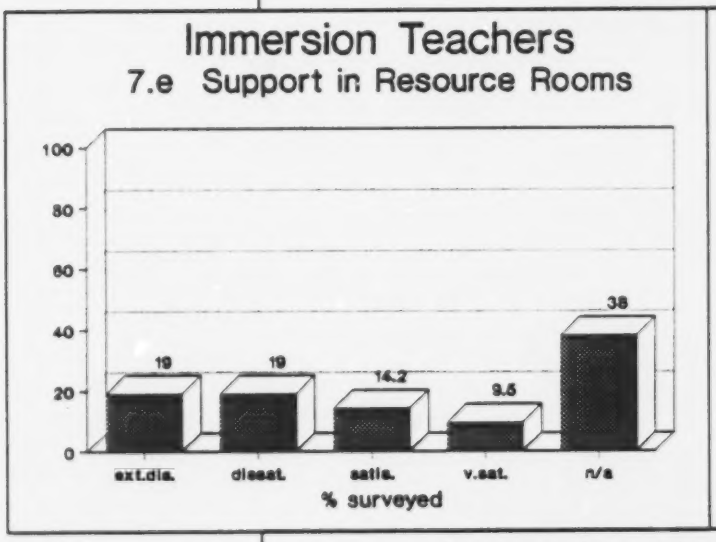

Immersion Teachers
6. Professional Development Offered
100
80
60
40
20
0
4.7
19
23.8
52.3
0
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

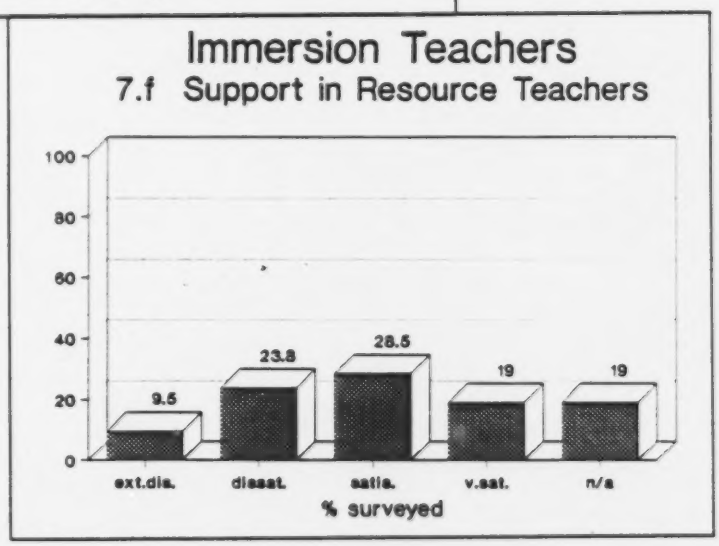

Immersion Teachers
7.a Support in Enrichment/Gifted Area
100
80
60
40
20
0
23.8
42.8
23.8
0
9.5
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

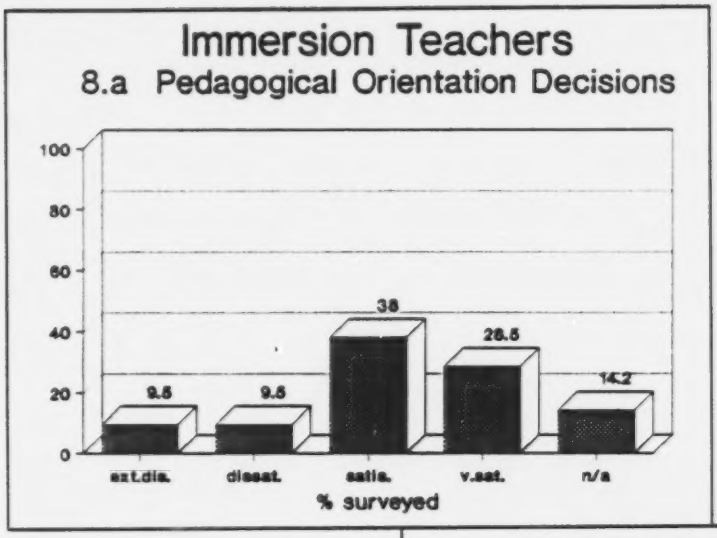

Immersion Teachers
7.b Support in Computer Area
100
80
60
40
20
0
14.2
28.5
33.3
9.5
14.2
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

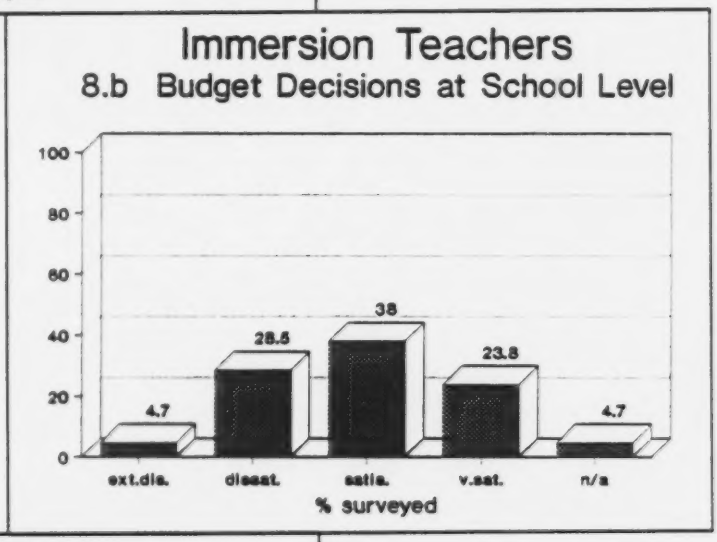

Immersion Teachers
7.c Support in Library Services
100
80
60
40
20
0
9.5
33.3
38
19
0
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

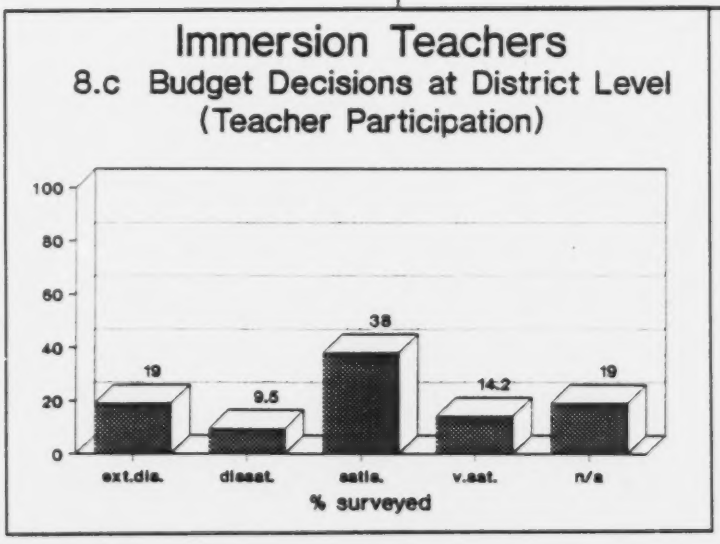

Immersion Teachers
7.d Support in Learning Assistance
100
80
60
40
20
0
9.5
0
57.1
23.8
9.5
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

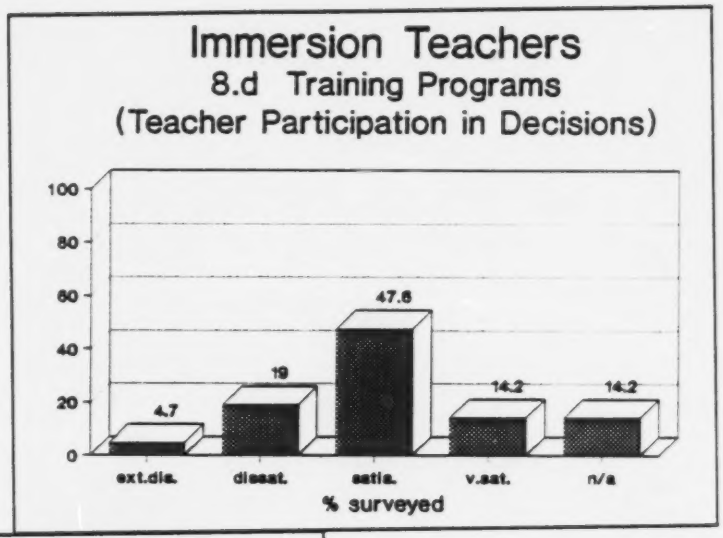

Immersion Teachers
7.e Support in Resource Rooms
100
80
60
40
20
0
19
19
14.2
9.5
38
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

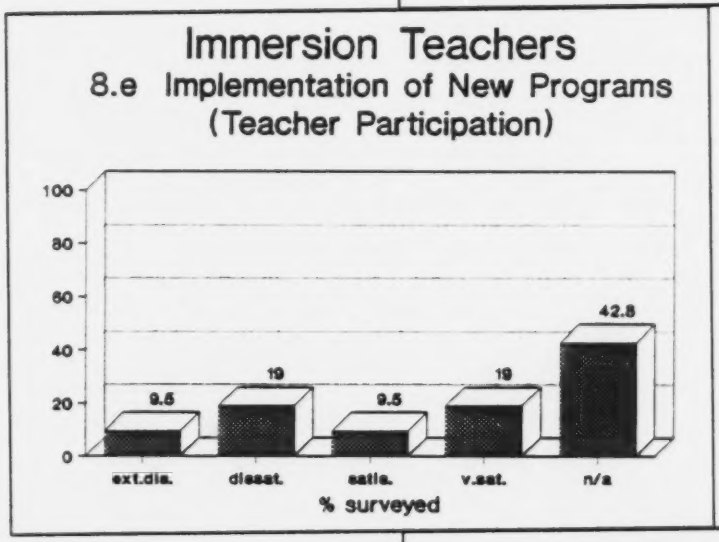

Immersion Teachers
7.f Support in Resource Teachers
100
80
60
40
20
0
9.5
23.8
28.5
19
19
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

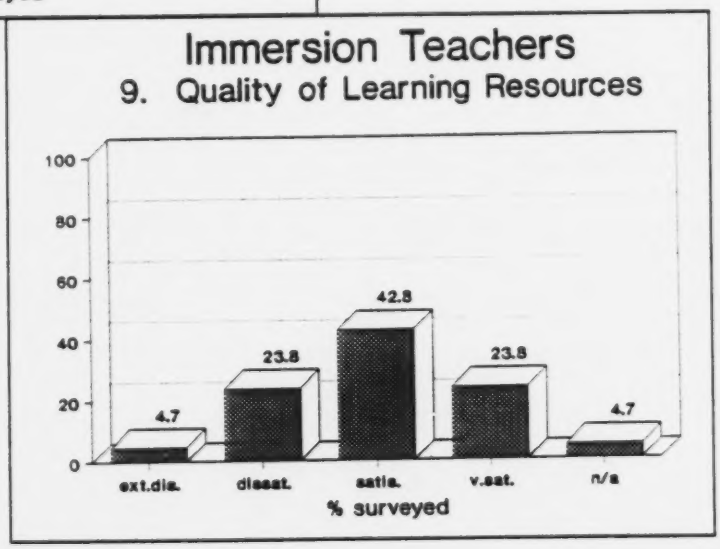

Immersion Teachers
8.a Pedagogical Orientation Decisions
100
80
60
40
20
0
9.5
9.5
38
28.5
14.2
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

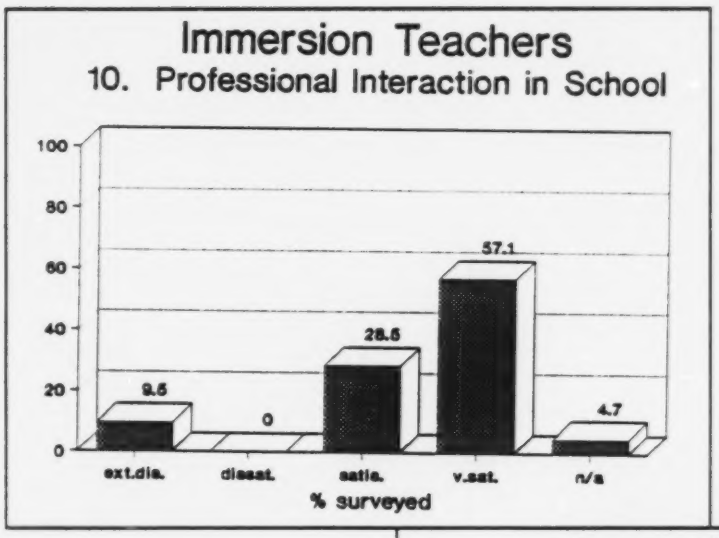

Immersion Teachers
8.b Budget Decisions at School Level
100
80
60
40
20
0
4.7
28.5
38
23.8
4.7
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

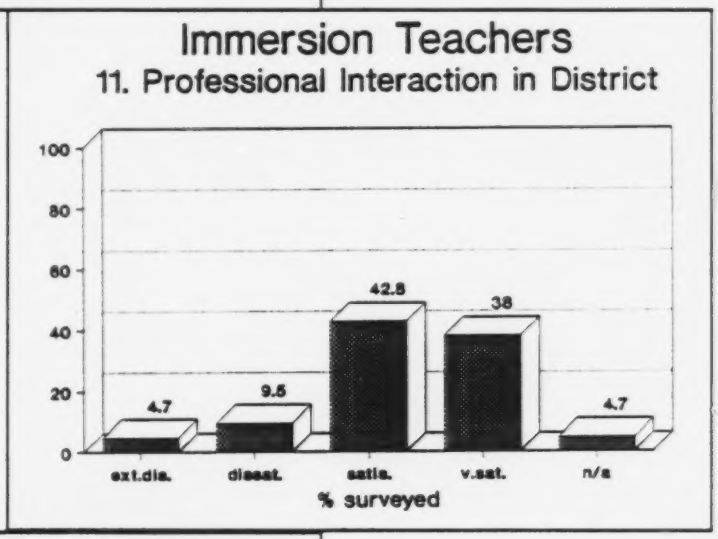

Immersion Teachers
8.c Budget Decisions at District Level
(Teacher Participation)
100
80
60
40
20
0
19
9.5
38
14.2
19
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

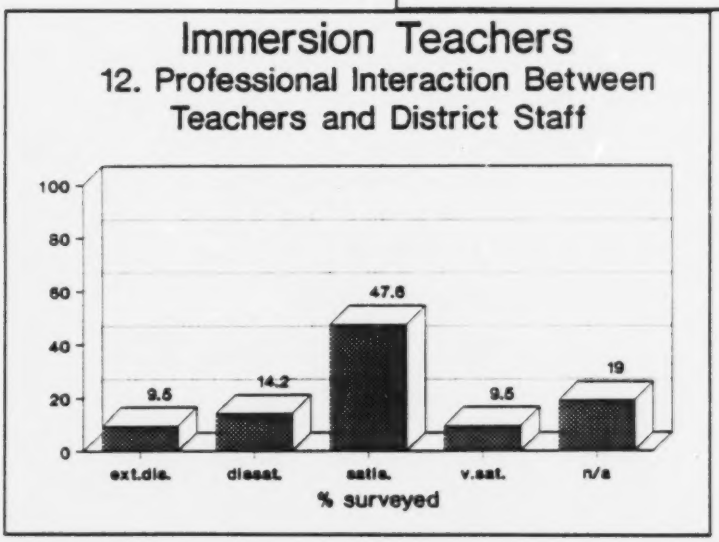

Immersion Teachers
8.d Training Programs
(Teacher Participation in Decisions)
100
80
60
40
20
0
4.7
19
47.6
14.2
14.2
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Teachers
8.e Implementation of New Programs
(Teacher Participation)
100
80
60
40
20
0
9.5
19
9.5
19
42.8
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Teachers
9. Quality of Learning Resources
100
80
60
40
20
0
4.7
23.8
42.8
23.8
4.7
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Teachers
10. Professional Interaction in School
100
80
60
40
20
0
9.5
0
28.5
57.1
4.7
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Teachers
11. Professional Interaction in District
100
80
60
40
20
0
4.7
9.5
42.8
38
4.7
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Immersion Teachers
12. Professional Interaction Between
Teachers and District Staff
100
80
60
40
20
0
9.5
14.2
47.6
9.5
19
ext.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

3. IMMERSION PARENTS - ELEMENTARY

a. Instructional Program

Parents are generally very satisfied with the instructional program, with some concern expressed for limited opportunity in enriched programs (e.g. gifted and computers). In the written comments, there were some concerns expressed regarding Math and Science instruction but these were isolated comments and not general. On the survey parents wrote a great many comments; seventy percent of these were expressed in positive, supportive terms.

b. Support Services

Positive response was given regarding library and learning assistance support, with some dissatisfaction expressed for the lack of resource room facilities for special needs students.

Parents gave very few written comments for this part of the survey.

c. Exchange Programs

This question received a mixed response. If exchange programs were available, parents like them; if not available, they didn't seem to miss it. Not a big issue at the elementary level.

d. Accessibility

More parents were dissatisfied than satisfied. There were a number of comments expressing dissatisfaction with the lack of a dual track school in north Nanaimo. If transportation by bus were available, this concern would be lessened. However, some parents expressed the view that they are willing to put up with the inconvenience because of strong support for the French Immersion program.

e. Extra-Curricular Activities

Many parents would like to see more available, but this is not a big issue at the elementary level.

f. Communication

School to parents: Very positive feedback; parents very pleased.
School district to parents: Less positive in this direction. Some comments to the effect that senior administration did not adequately communicate the facts of the program.

Trustee to parents: Some impatience expressed re the disruptive effects of the contrary comments of some trustees.

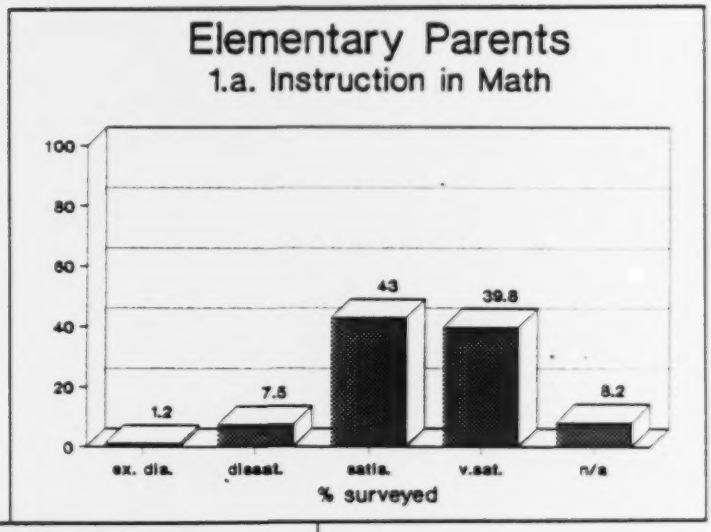
g. Level of Support

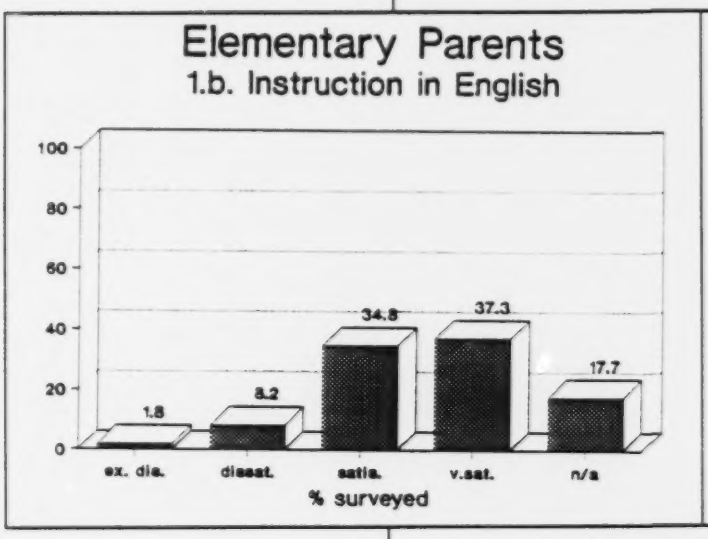
The parents are generally satisfied with the financial support to the program, but some comments were expressed re the "off and on" threat to the program. Appreciation was shown regarding the strong support from the District Modern Languages Department.

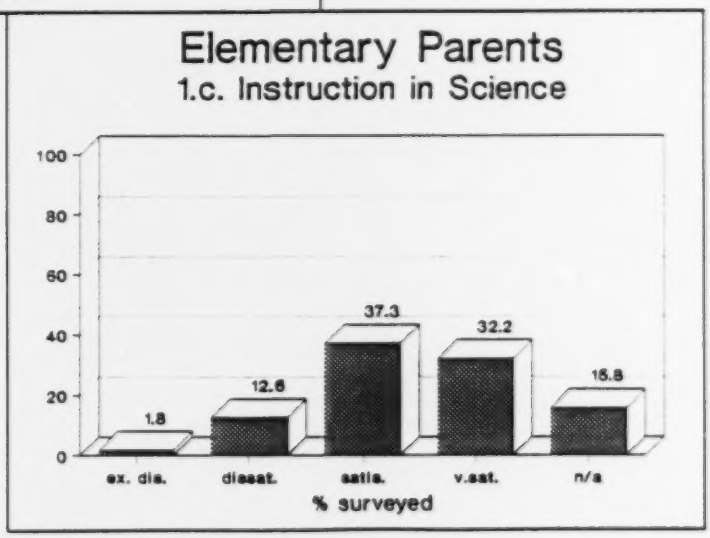
h. Structure

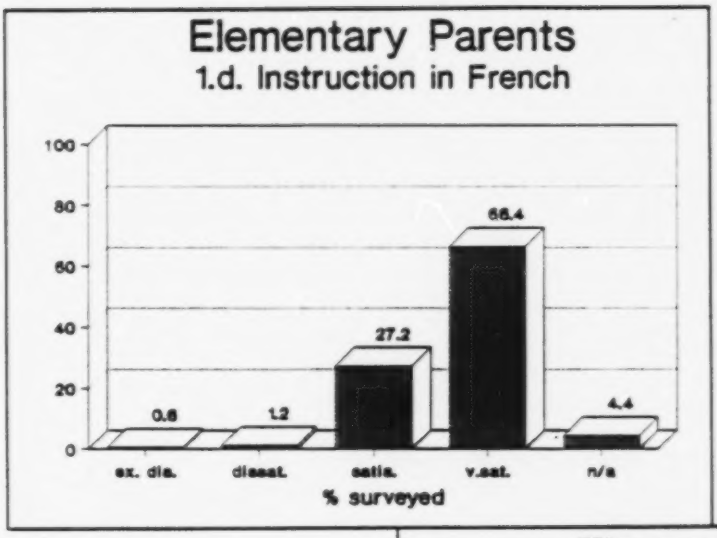
It was rather interesting to note that elementary parents are very supportive of their present school structure. The dual track school parents expressed strong preference for the dual track concept in their written comments, and the Immersion Centre parents like that structure.

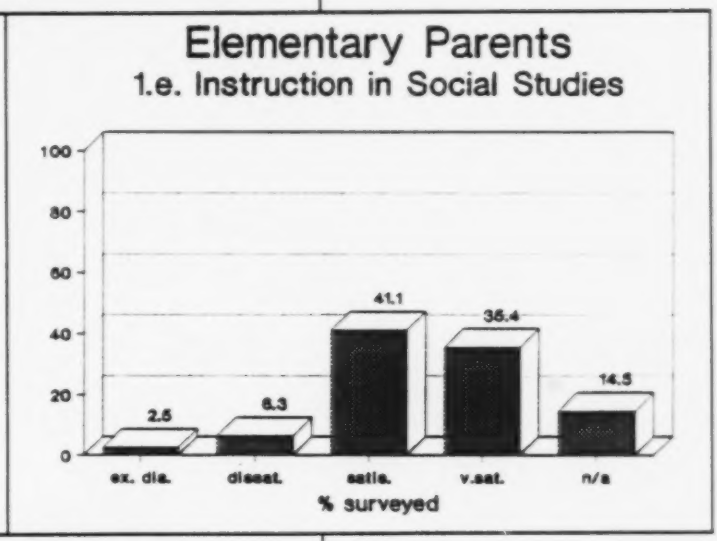
Number of Elementary Parents Surveyed — 158

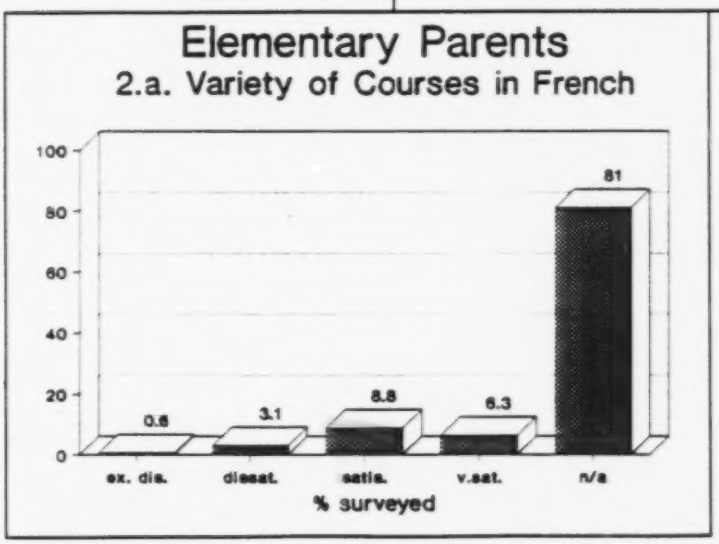


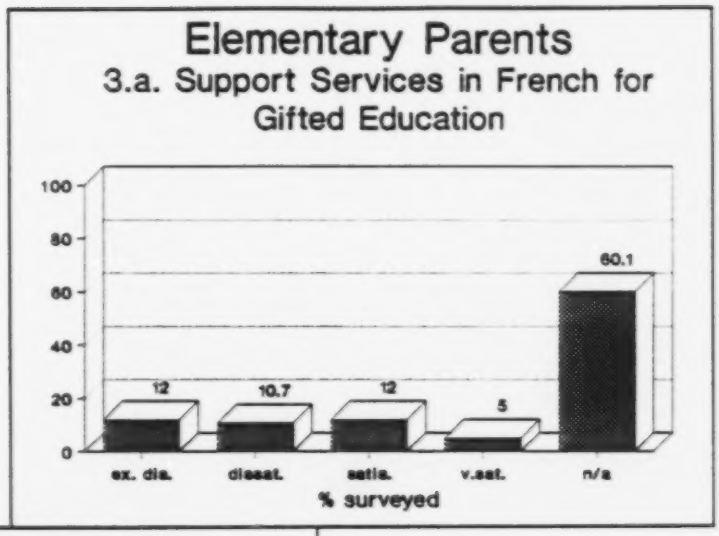


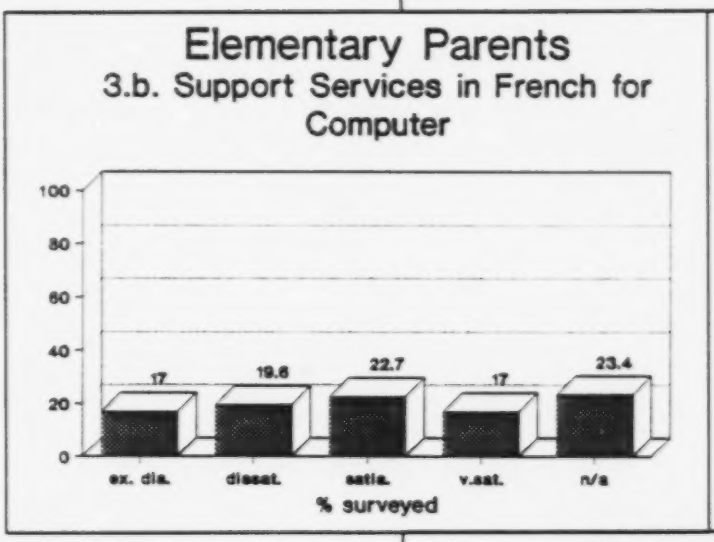


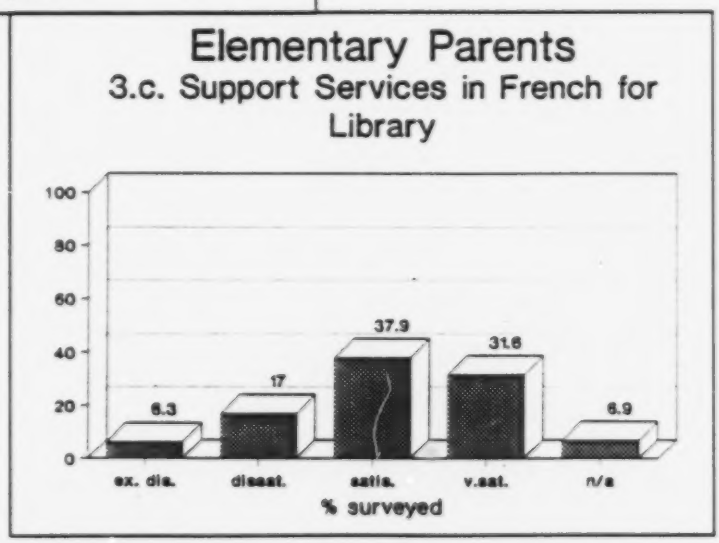

Elementary Parents
1.d. Instruction in French
100
80
60
40
20
0
0.8
1.2
27.2
66.4
4.4
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

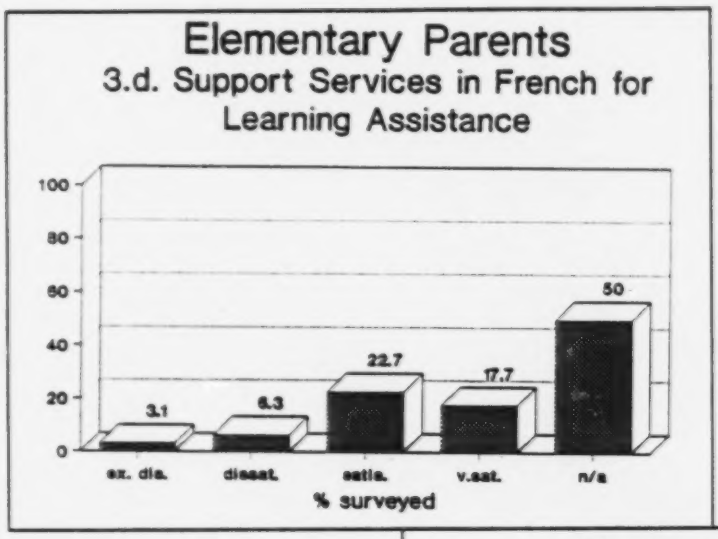

Elementary Parents
1.e. Instruction in Social Studies
100
80
60
40
20
0
2.5
6.3
41.1
36.4
14.5
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

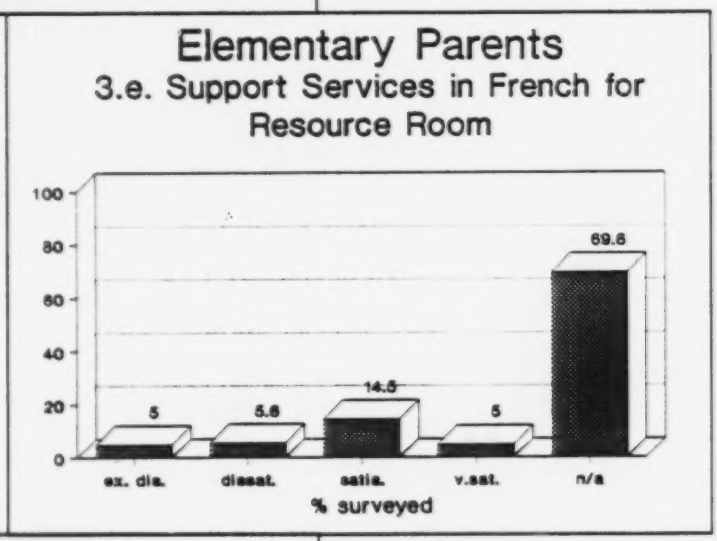

Elementary Parents
2.a. Variety of Courses in French
100
80
60
40
20
0
0.6
3.1
8.8
6.3
81
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

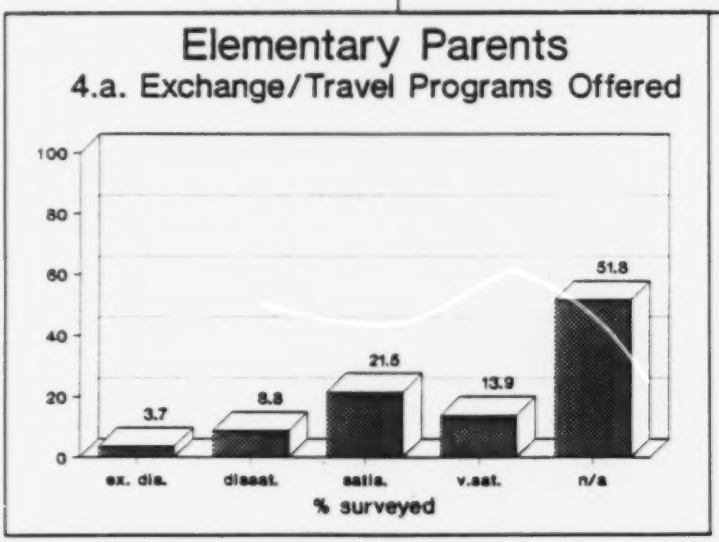

Elementary Parents
3.a. Support Services in French for Gifted Education
100
80
60
40
20
0
12
10.7
12
5
60.1
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

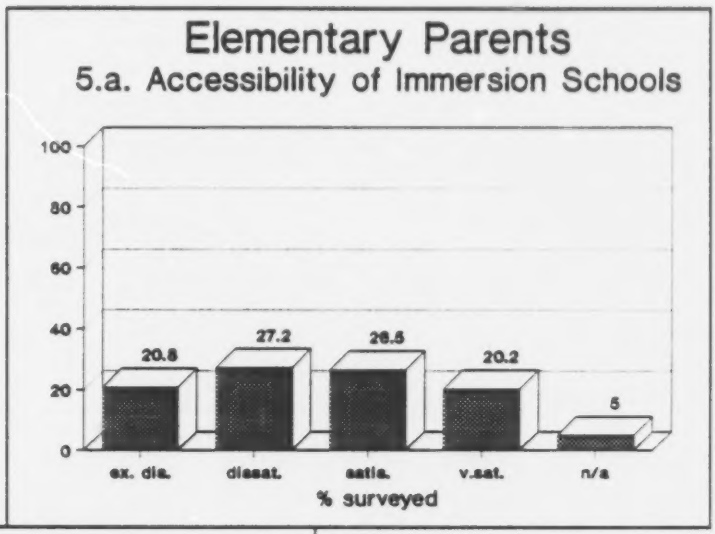

Elementary Parents
3.b. Support Services in French for Computer
100
80
60
40
20
0
17
19.6
22.7
17
23.4
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

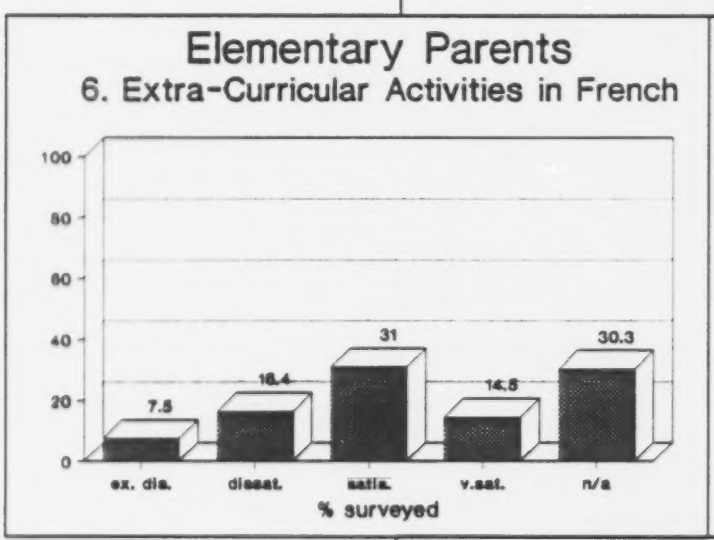

Elementary Parents
3.c. Support Services in French for Library
100
80
60
40
20
0
6.3
17
37.9
31.6
6.9
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

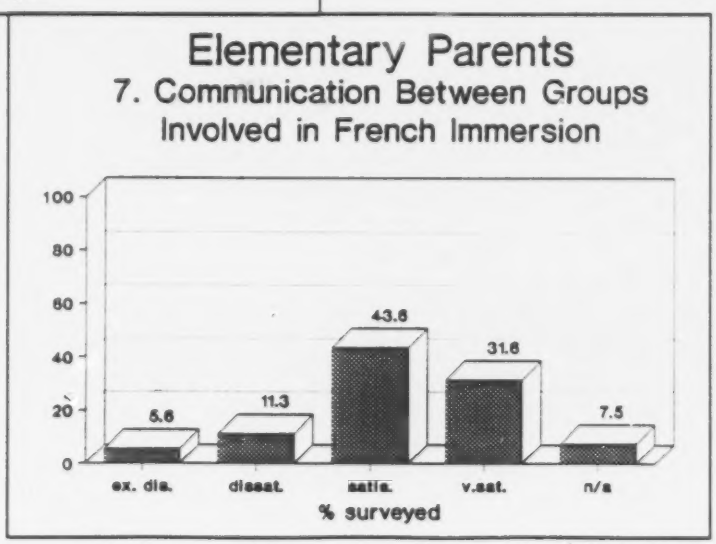

Elementary Parents
3.d. Support Services in French for Learning Assistance
100
80
60
40
20
0
3.1
6.3
22.7
17.7
50
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

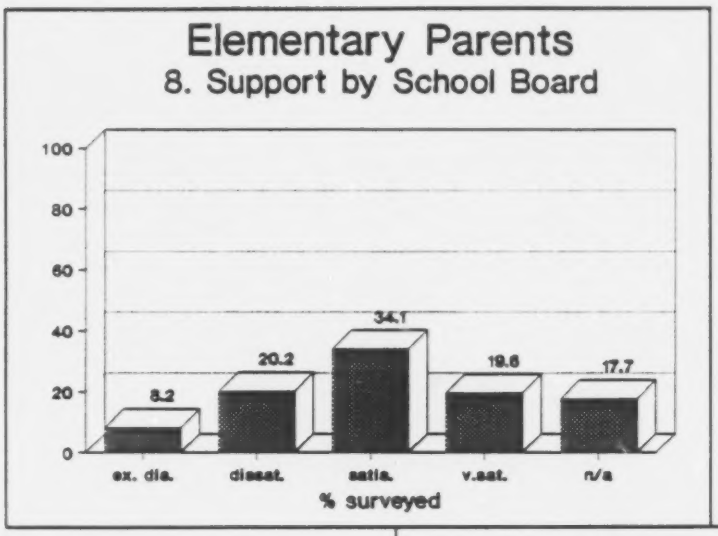

Elementary Parents
3.e. Support Services in French for Resource Room
100
80
60
40
20
0
5
5.6
14.5
5
69.6
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

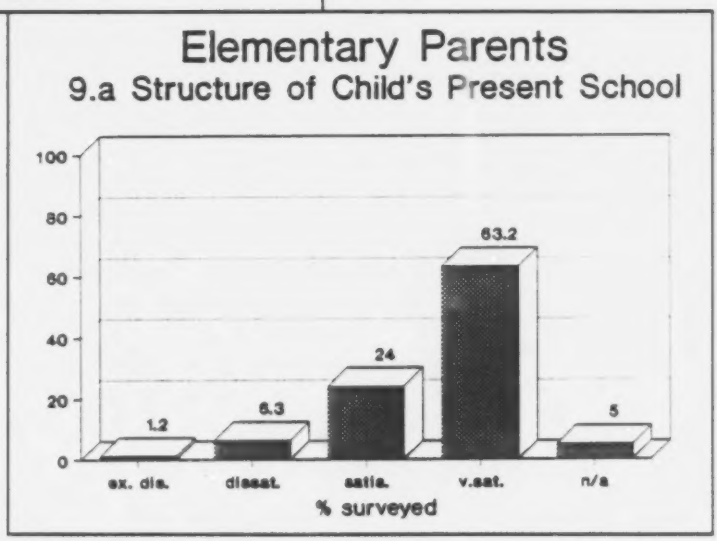

Elementary Parents
4.a. Exchange/Travel Programs Offered
100
80
60
40
20
0
3.7
8.8
21.6
13.9
51.8
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Elementary Parents
5.a. Accessibility of Immersion Schools
100
80
60
40
20
0
20.8
27.2
26.5
20.2
5
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Elementary Parents
6. Extra-Curricular Activities in French
100
80
60
40
20
0
7.5
18.4
31
14.6
30.3
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Elementary Parents
7. Communication Between Groups
Involved in French Immersion
100
80
60
40
20
0
5.6
11.3
43.6
31.6
7.5
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Elementary Parents
8. Support by School Board
100
80
60
40
20
0
8.2
20.2
34.1
19.8
17.7
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Elementary Parents
9.a Structure of Child's Present School
100
80
60
40
20
0
1.2
6.3
24
63.2
5
ex. dis.
dissat.
satis.
v.sat.
n/a
% surveyed

4. IMMERSION STUDENTS - ELEMENTARY

The level of satisfaction was either satisfied or very satisfied when asked about the instruction/teaching they received, the relationship between the students and teachers, access to computers and the library.

Students were less enthusiastic in their responses to extra-curricular activities in French, the ease in getting to school and with exchange programs.

Anecdotal comments made by the respondents had three main threads:

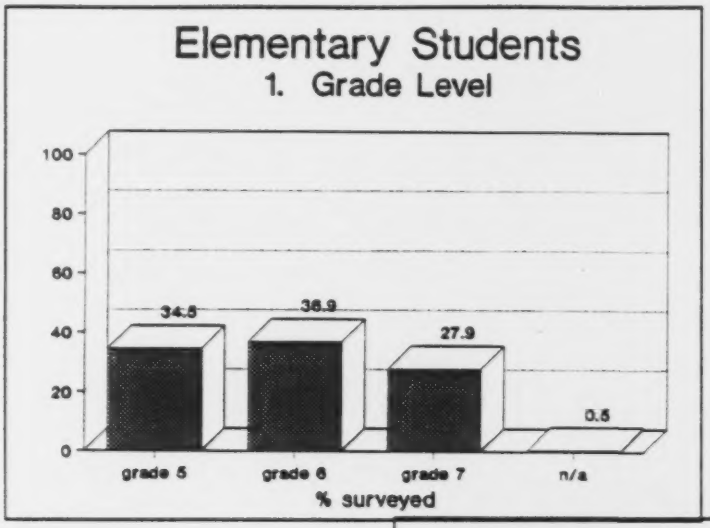
a. Transportation/bus services - 58% indicated "satisfied" or "very satisfied";

b. Utilitarian attitude towards acquiring a second language: example: "because you get more jobs with French."

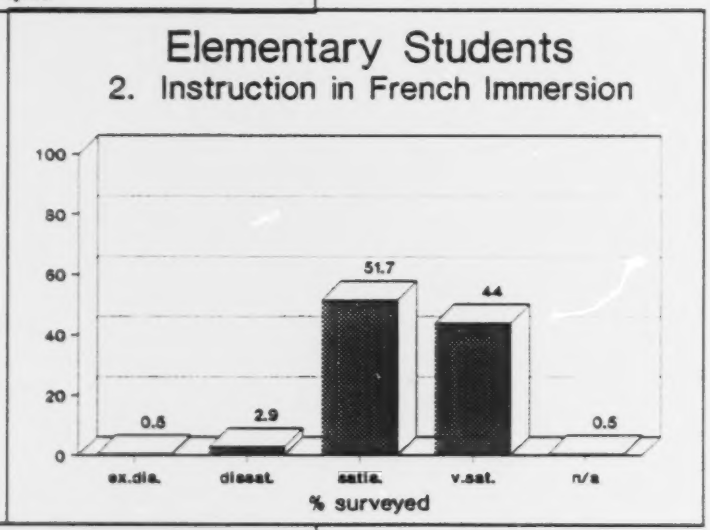
c. Positive attitude to learning French: example: "I like French Immersion because I can get a better job when I'm older. I like it because I can talk in French and English. It is very fun!!, but sometimes I find it a bit hard. I don't like how people make a big fuss about French Immersion. Canada is a French and English country we need French. I don't like the people that are trying to stop French. - But I love French and speaking it."

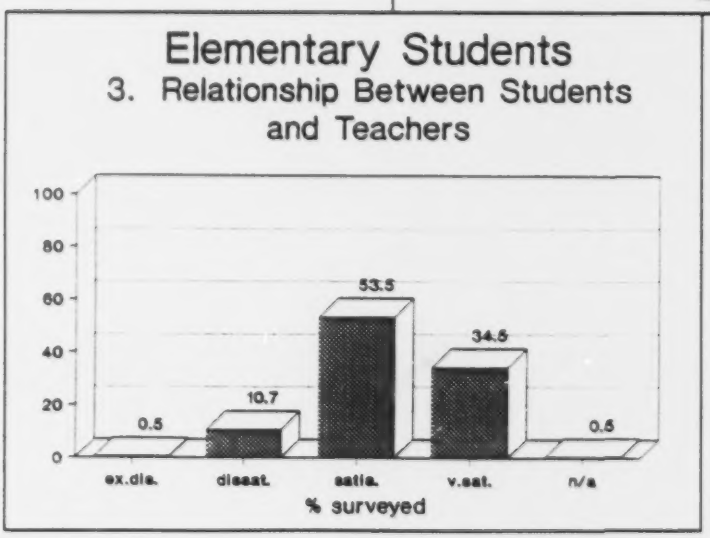
Further statistics:

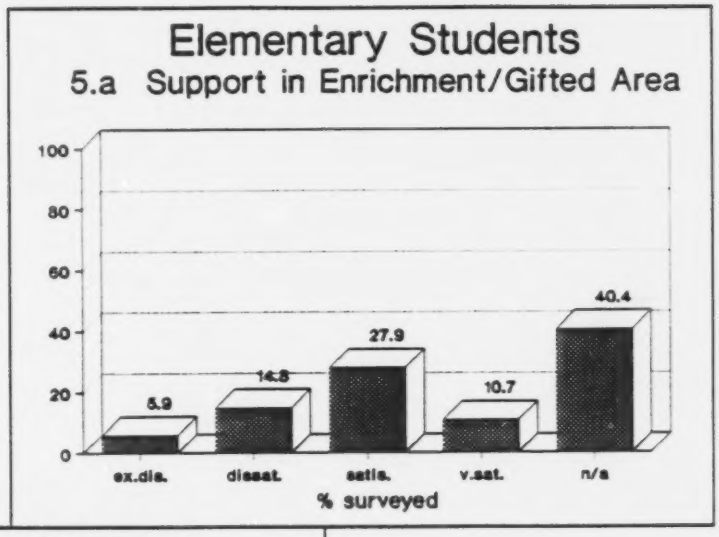
- 89.2% (150/168) of the respondents are Early Immersion students
- 83.3% (140/168) plan to remain in French Immersion until they graduate.

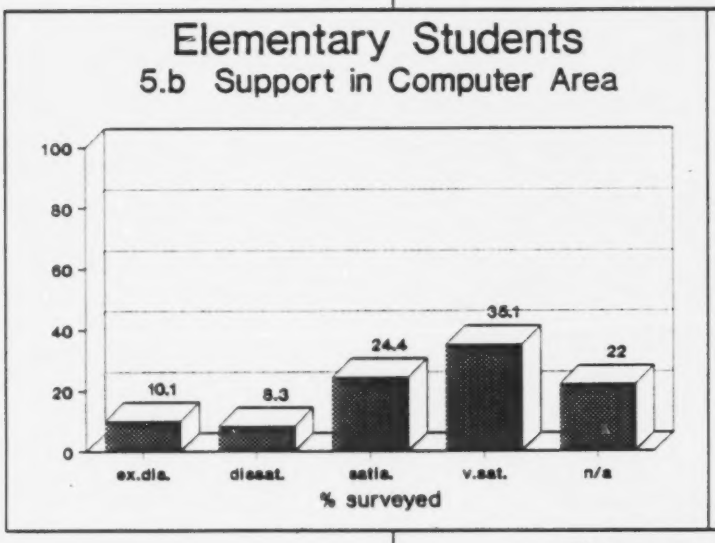


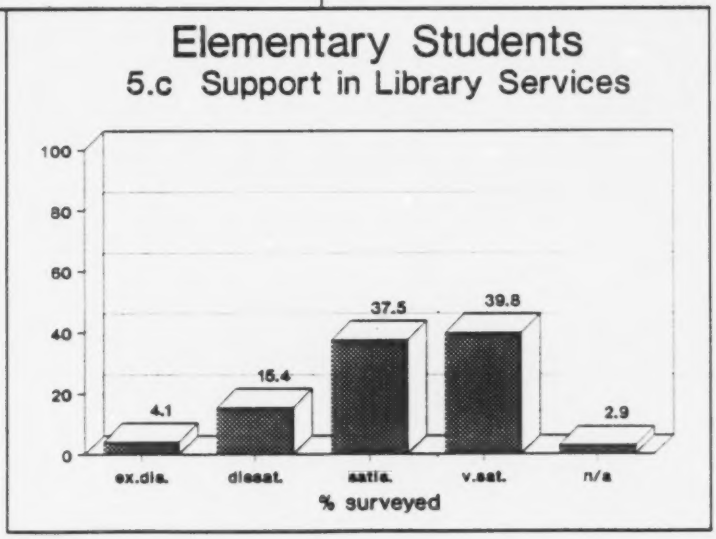
Number of Elementary Students Surveyed — 168

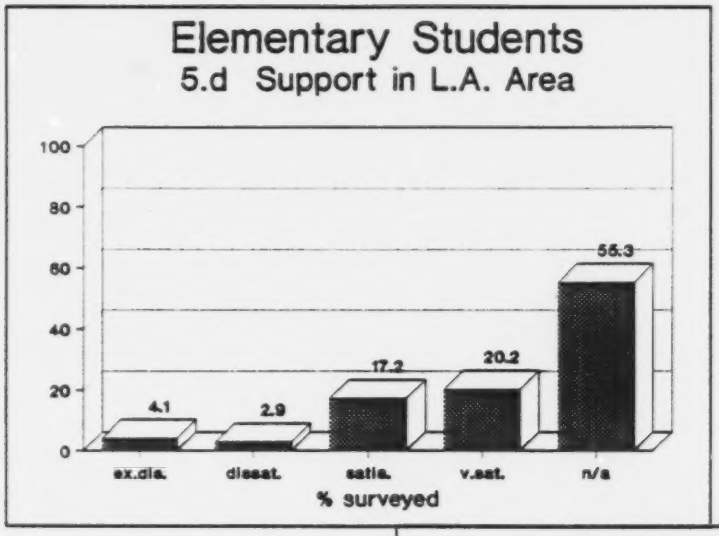


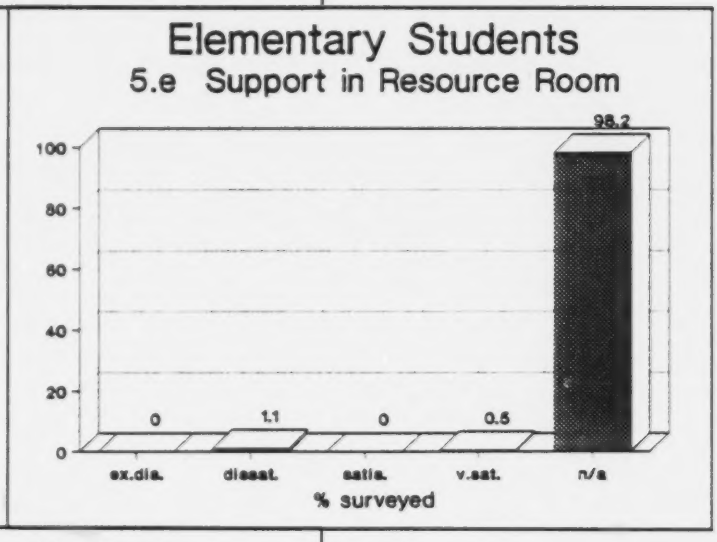


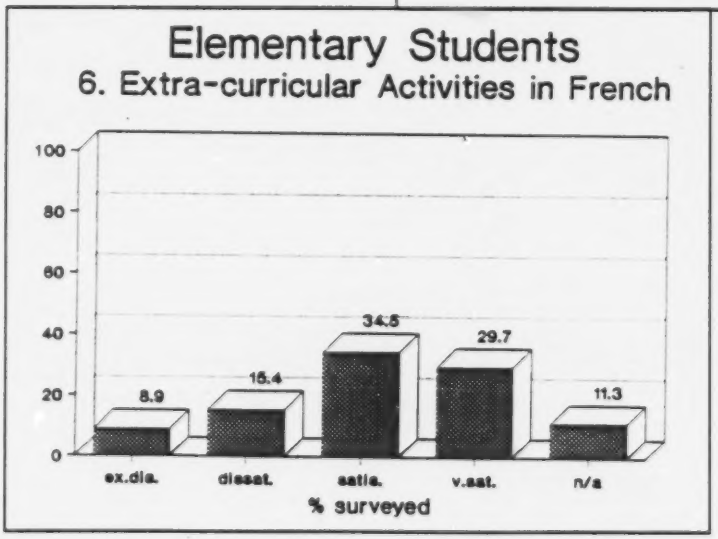

Elementary Students
5.a Support in Enrichment/Gifted Area
100
80
60
40
20
0
8.9
14.8
27.9
10.7
40.4
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

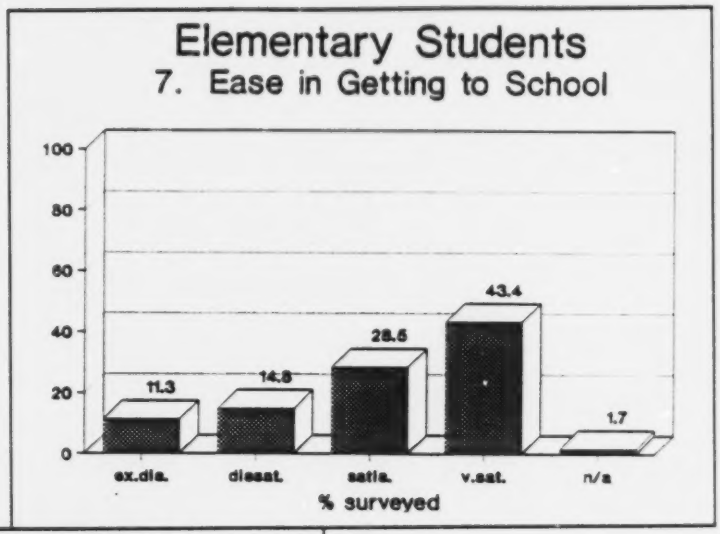

Elementary Students
5.b Support in Computer Area
100
80
60
40
20
0
10.1
8.3
24.4
35.1
22
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

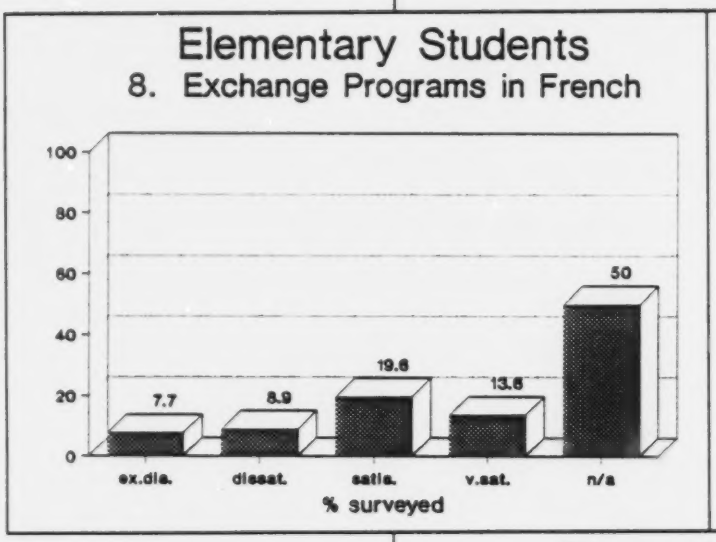

Elementary Students
5.c Support in Library Services
100
80
60
40
20
0
4.1
15.4
37.5
39.8
2.9
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

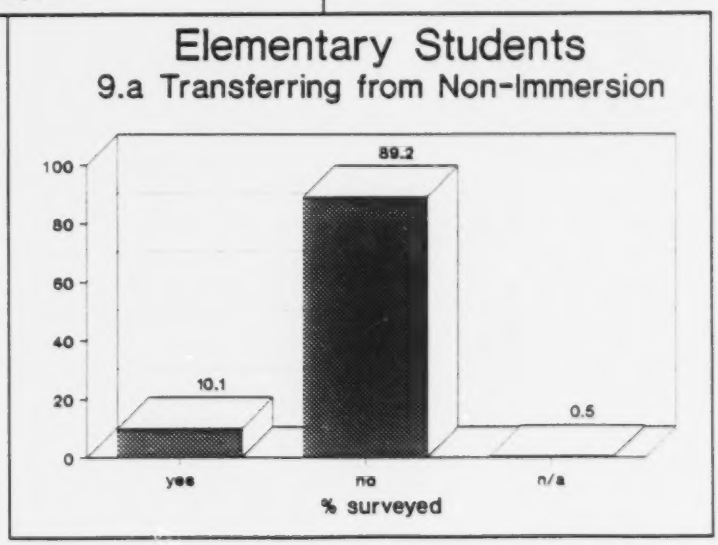

Elementary Students
5.d Support in L.A. Area
100
80
60
40
20
0
4.1
2.9
17.2
20.2
55.3
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

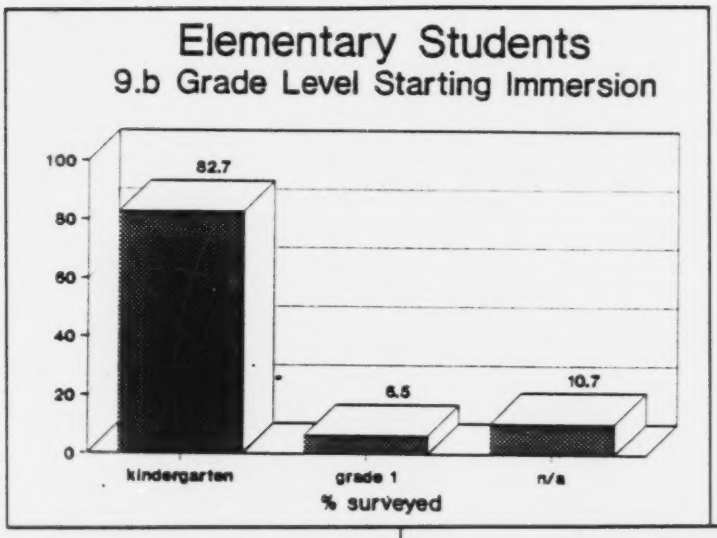

Elementary Students
5.e Support in Resource Room
100
80
60
40
20
0
0
1.1
0
0.5
98.2
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

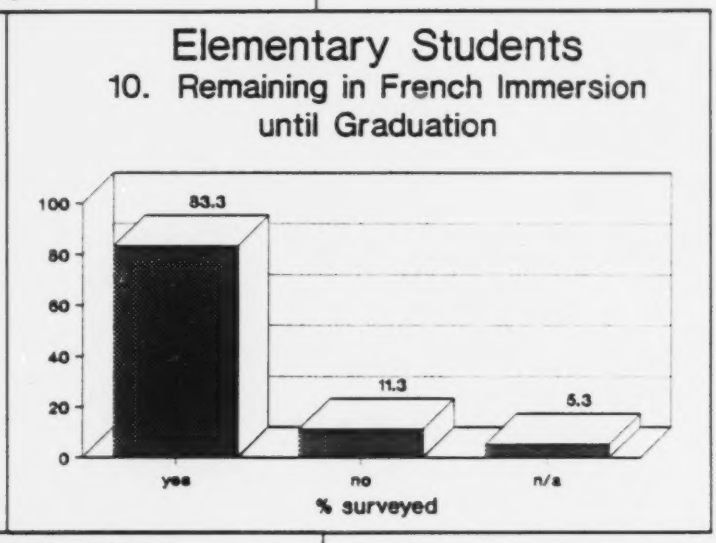

Elementary Students
6. Extra-curricular Activities in French
100
80
60
40
20
0
8.9
15.4
34.5
29.7
11.3
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

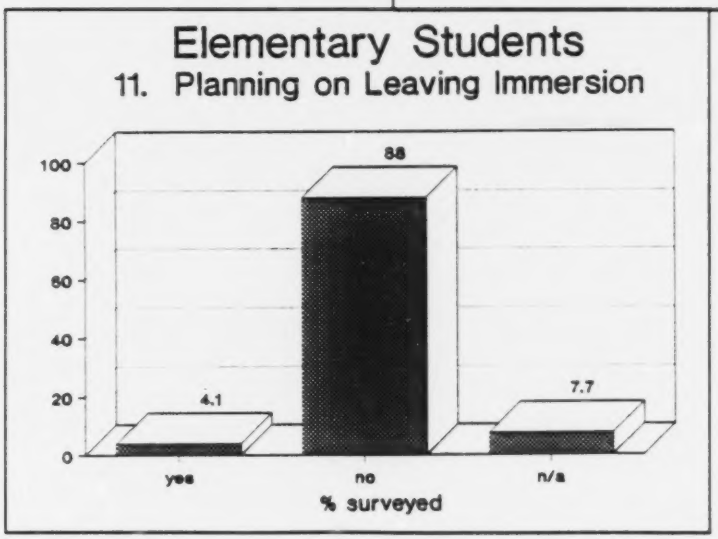

Elementary Students
7. Ease in Getting to School
100
80
60
40
20
0
11.3
14.8
28.5
43.4
1.7
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Elementary Students
8. Exchange Programs in French
100
80
60
40
20
0
7.7
8.9
19.6
13.6
50
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Elementary Students
9.a Transferring from Non-Immersion
100
80
60
40
20
0
10.1
89.2
0.5
yes
no
n/a
% surveyed


Elementary Students
9.b Grade Level Starting Immersion
100
80
60
40
20
0
82.7
6.5
10.7
kindergarten
grade 1
n/a
% surveyed


Elementary Students
10. Remaining in French Immersion
until Graduation
100
80
60
40
20
0
83.3
11.3
5.3
yes
no
n/a
% surveyed


Elementary Students
11. Planning on Leaving Immersion
100
80
60
40
20
0
4.1
88
7.7
yes
no
n/a
% surveyed

5. NON-IMMERSION PARENTS

The Non-Immersion parents were asked three questions:

a. Do you feel that the quality of you child's education has been enhanced by the presence of the French Immersion Program in this school?

b. What are some of the benefits your child has received from being in a school with a French Immersion Program?

c. Has being in a school with a French Immersion Program been a disadvantage to your child's education?

Almost 60% of the parents felt that the quality of their child's education was enhanced by the presence of French Immersion in the school. When asked to list the benefits derived from being in a school with a French Immersion Program, 83% of the respondents (19) identified specific benefits. We have categorized the parents' replies in the following manner:

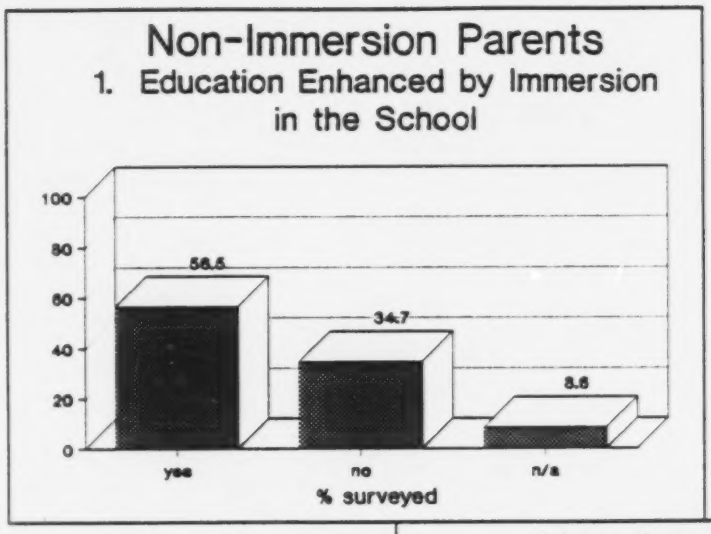
- cultural advantages: 9 parents (i.e. exposure to another language)
- enrichment benefits: 6 parents (i.e. exchanges with other students in the school)
- additional resources: 4 parents (i.e. additional materials used by all students)

Approximately 17% of the respondents expressed have French Immersion in the school did not provide benefits for their child. A typical comment was "does not appear to have affected Non-Immersion students for better or worse".

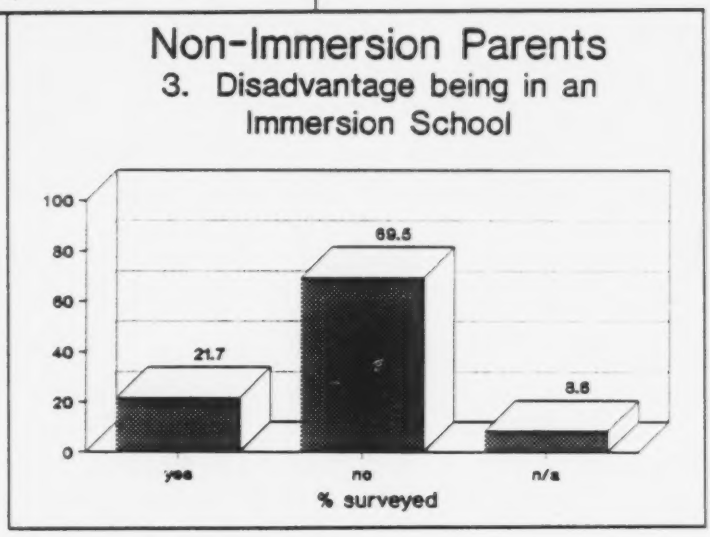
The large majority (79%) of the respondents indicated being in a school with a French Immersion Program had not been a disadvantage to their child's education.

The following comments are representative of remarks made by non-Immersion parents regarding perceivable benefits:

> *"exposure to another language/culture - French language (FSL) teachers who are native French speakers - meeting children from all over the district - greater opportunity to learn and speak French even though she's in an English class - also, it appears the children at Quarterway have a greater tolerance for individual differences"*



Number of Non-Immersion Parents Surveyed – 23



6. IMMERSION STUDENTS - SECONDARY

What is the level of satisfaction among secondary students with the French Immersion Program?

To arrive at the answer to this general question, the students were asked to state their level of satisfaction with regard to 12 different areas of concern, as listed in the mandate.

The students were also asked at what level they had started French Immersion, whether they were planning to stay in French Immersion, and whether they were planning to leave French Immersion.

The students were also asked their present level of French. The responses received are divided as follows: 14 from grade 8 students, 13 from grade 9, 8 from grades 10 and 11 each, and 6 from grade 12. One respondent did not list his/her grade. There were 50 responses altogether.

The students were satisfied in the following areas:

a. the instruction they received and
b. the relationship between teachers and students in French Immersion.

The areas where average or less than average satisfaction were recorded are:

a.	ease with which students get to school	(6)
b.	variety of optional courses offered in French	(6)
c.	extra support offered in Library Services	(13)
d.	number of exchange programs in French	(18)
e.	extra support offered in Extra Curricular Activities	(18)
f.	extra support offered in French in Enrichment/Gifted	(22)
g.	extra support offered in Computer Services	(24)
h.	extra support offered in Learning Assistance	(28)
i.	extra support offered in Resource Room	(31)
j.	extra support offered in any other area	(43)

The numbers in brackets at the end of items 2 to 10 above indicate the numbers of students who offered NO RESPONSE to the questions.

General Comments:
Eleven of the fifty students added comments to their questionnaire.

The reasons given for entering or leaving French Immersion were the standard ones given in answer to these questions.

With regards to the more general comments, some dissatisfaction was indicated in the areas of transportation, honors courses, library services, staff personnel and teaching techniques. The following is a sampling of the answers and comments made by secondary students:

Question:

Why did you transfer into French Immersion?

Answers:

"Because I wanted to get a better job in the future."

"I wanted to try something new and meet new friends."

"So the school work would be hard and more interesting."

Question:

Why did you leave French Immersion?

Answers:

"English is the international language of science and science and math are my strong points."

"I think I would get a better education in the English program in the higher grades."

General Comments:

"There isn't enough French Immersion scholarships available".

"I am very dissatisfied about the fact that by the time we are in grade 12, the only program offered in French is French and we only get it for 5 months out of the school year (semester system). There should be at least one other course offered in French such as P.E. or social science."

"I'm thinking about going into English because I think my marks could be a lot better, but I'm not sure."

Reasons for Students Leaving French Immersion

This survey was conducted over the phone to parents and some students who had left the French Immersion Program in N.D.S.S. after the 1989-1990 school year.

Grade 9 students	89/90 enrollment	- 49
	90/91 enrollment	- 32
	16 surveyed (1 moved out of town)	
Grade 10 students	89/90 enrollment	- 47
	90/91 enrollment	- 35
	9 surveyed (2 moved out of town; 2 moved into town)	
Grade 11 students	89/90 enrollment	- 20
	90/91 enrollment	- 20
	(1 moved out of town, 1 left program at NDSS and 2 new moved in)	
Grade 12 students	89/90 enrollment	- 14
	90/91 enrollment	- 14
	none surveyed	

Students who left after Grade 8

Quite a difference emerged between Late Immersion and Early Immersion.

Early:

a. Options in timetabling were limited, clashes occurred.
b. Personality clash with teacher
c. Difficulties in Science and Math, being in French, the parents couldn't help out, leading to more frustration.
d. Lost enthusiasm for program.
e. Wanted better quality of instruction in science.

Late

a. Difficulties in understanding language
b. Lost enthusiasm
c. Some students when in elementary school had less academic success in grade 7 than others which affected their grade 8 performance.

Students who left after Grade 9

(Most of those who left were from Late Immersion.)

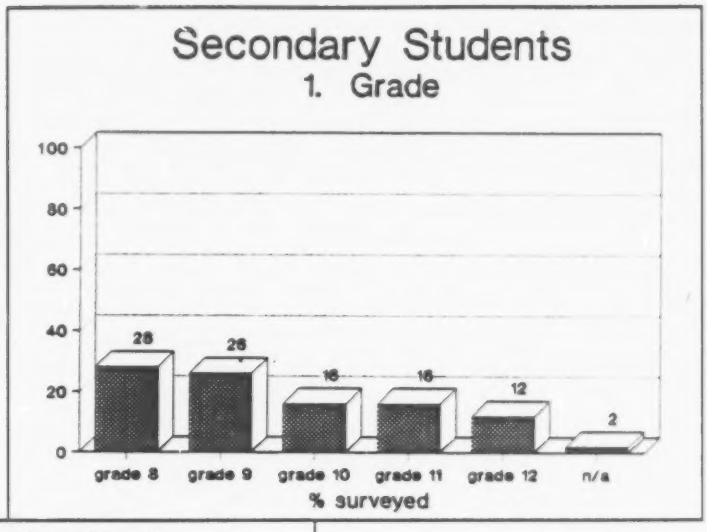
a. Wanted to do subjects in honors
b. Hated difficulty
c. Failing grades
d. Friends were leaving
e. Thought they'd get on better in English
f. Tired of same group of friends and teachers

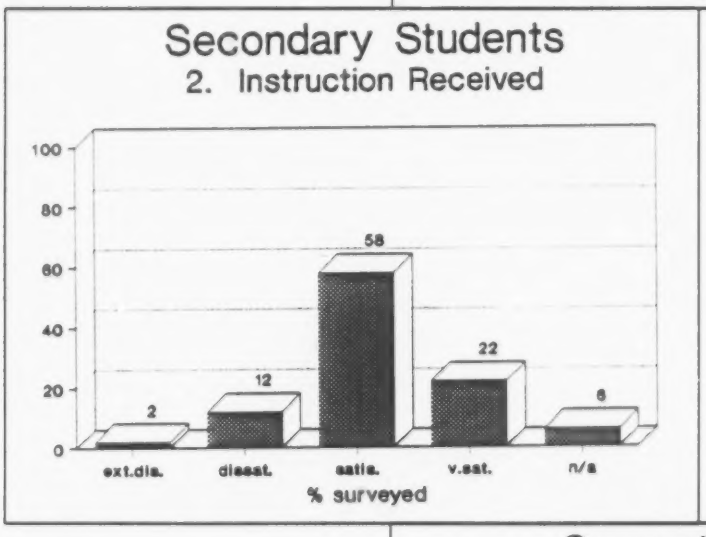
Students who left after Grade 10

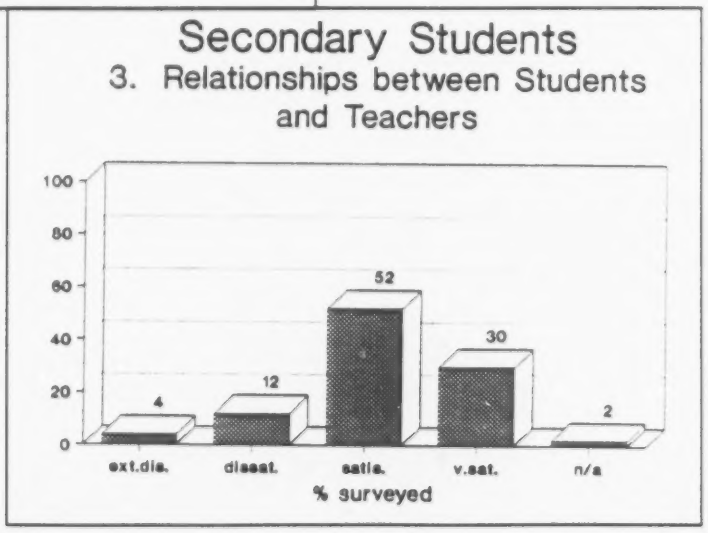
(1 surveyed)

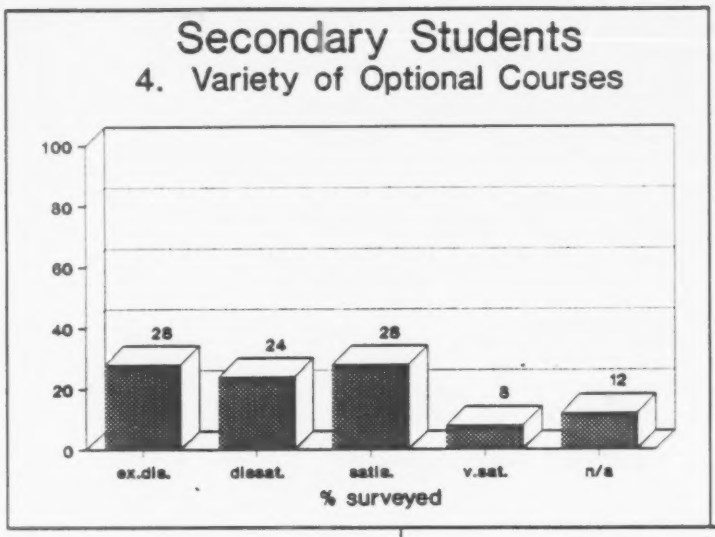
a. Wanted honors
b. More academic courses wanted

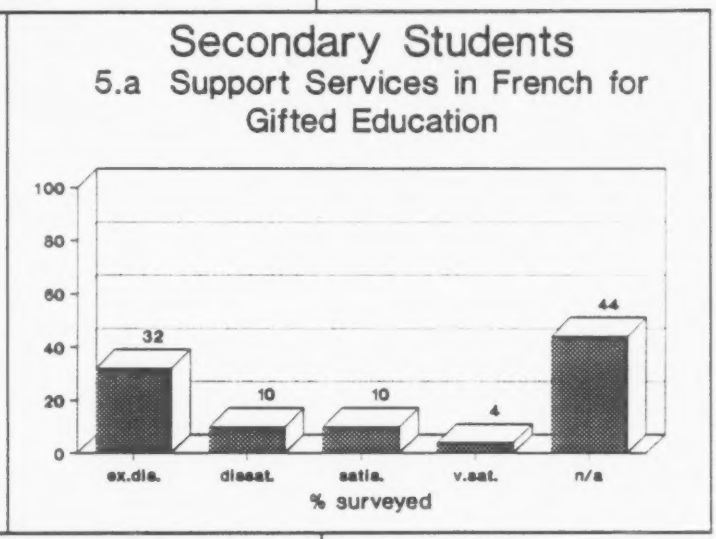
Number of Secondary Immersion Students Surveyed — 50

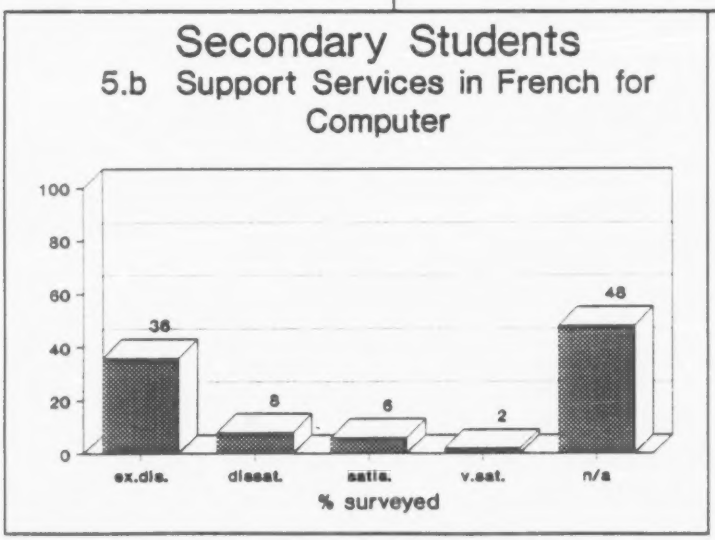


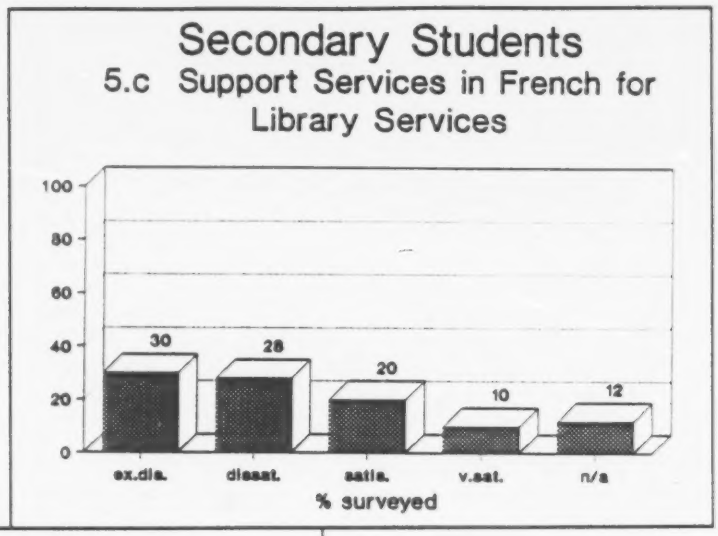


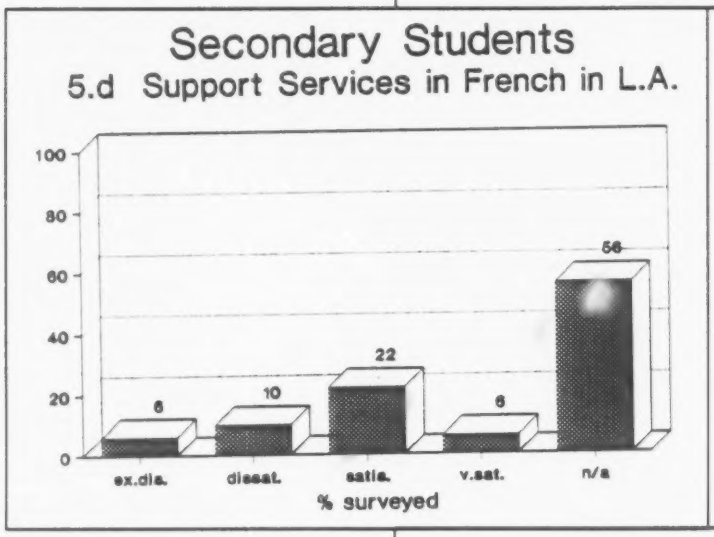


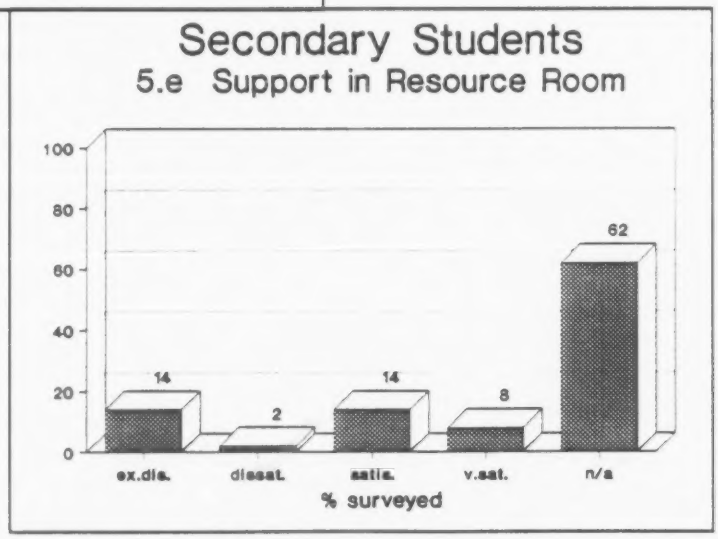

Secondary Students
4. Variety of Optional Courses
100
80
60
40
20
0
28
24
28
8
12
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

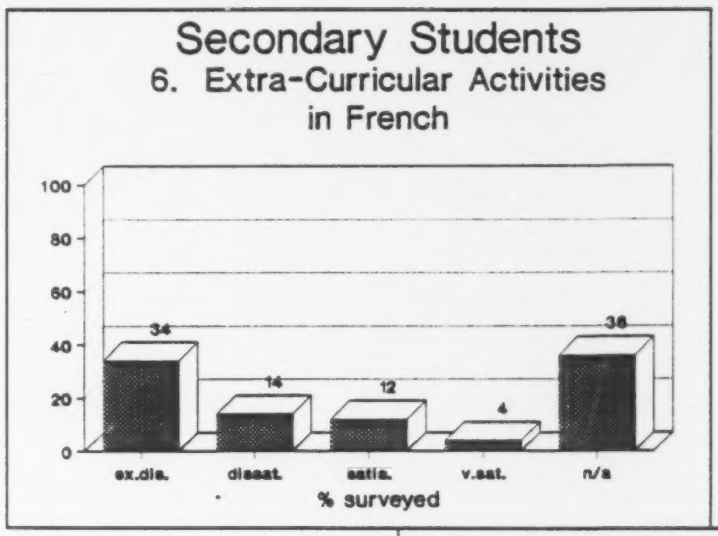

Secondary Students
5.a Support Services in French for Gifted Education
100
80
60
40
20
0
32
10
10
4
44
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

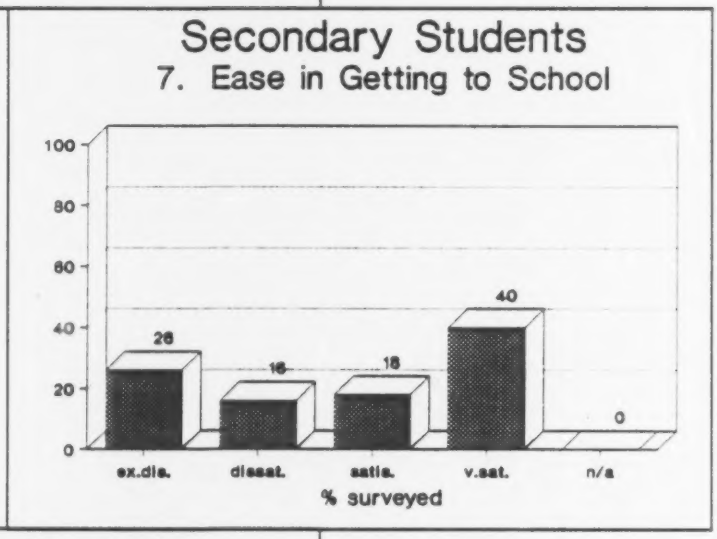

Secondary Students
5.b Support Services in French for Computer
100
80
60
40
20
0
36
8
6
2
48
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

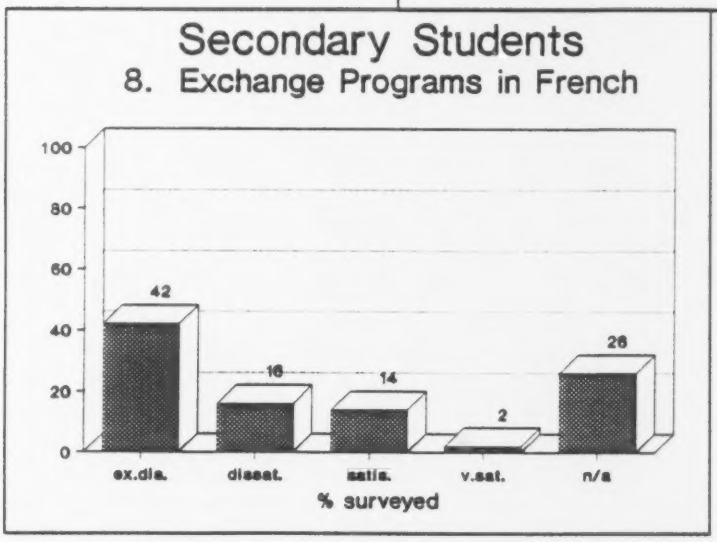

Secondary Students
5.c Support Services in French for Library Services
100
80
60
40
20
0
30
28
20
10
12
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

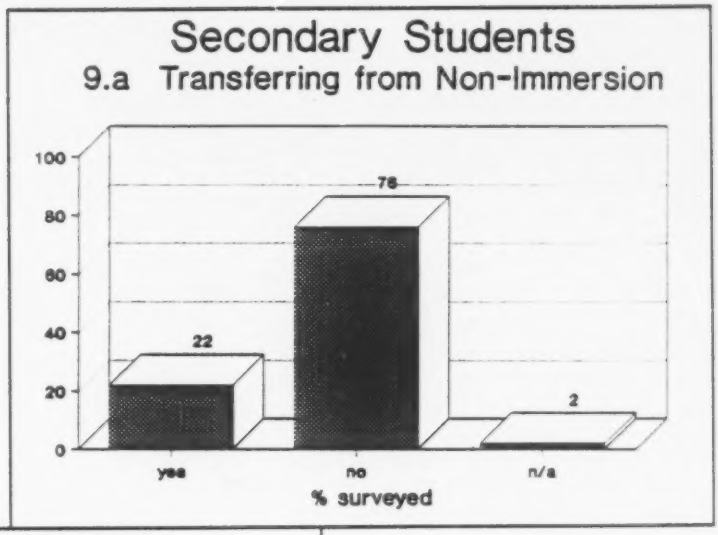

Secondary Students
5.d Support Services in French in L.A.
100
80
60
40
20
0
6
10
22
6
56
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

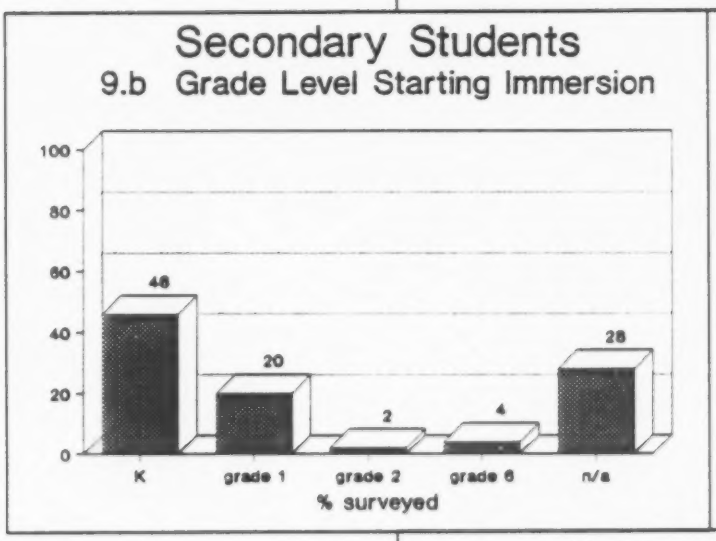

Secondary Students
5.e Support in Resource Room
100
80
60
40
20
0
14
2
14
8
62
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

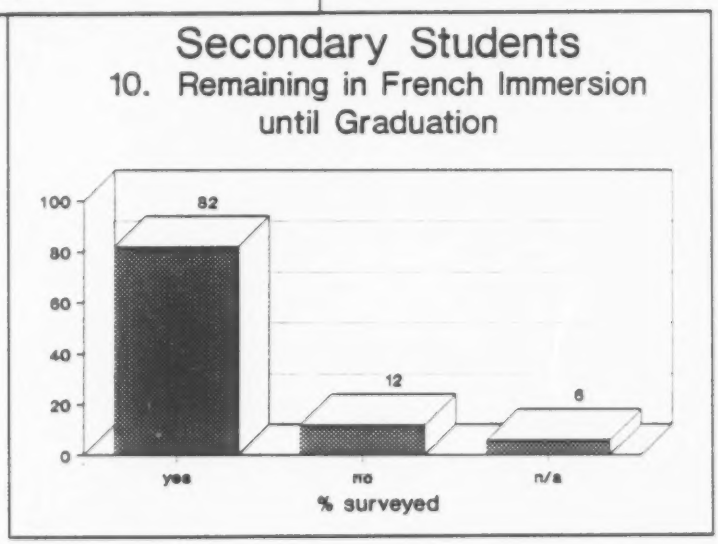

Secondary Students
6. Extra-Curricular Activities in French
100
80
60
40
20
0
34
14
12
4
36
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

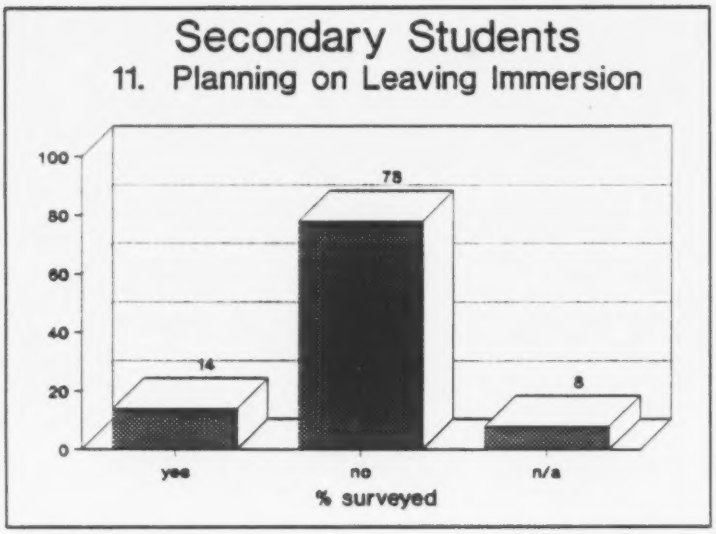

Secondary Students
7. Ease in Getting to School
100
80
60
40
20
0
26
16
18
40
0
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Secondary Students
8. Exchange Programs in French
100
80
60
40
20
0
42
16
14
2
26
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Secondary Students
9.a Transferring from Non-Immersion
100
80
60
40
20
0
22
76
2
yes
no
n/a
% surveyed


Secondary Students
9.b Grade Level Starting Immersion
100
80
60
40
20
0
46
20
2
4
28
K
grade 1
grade 2
grade 6
n/a
% surveyed


Secondary Students
10. Remaining in French Immersion
until Graduation
100
80
60
40
20
0
82
12
6
yes
no
n/a
% surveyed


Secondary Students
11. Planning on Leaving Immersion
100
80
60
40
20
0
14
78
8
yes
no
n/a
% surveyed

7. IMMERSION PARENTS - SECONDARY

a. Subject Areas

Some concern was epressed in some subject areas. With a limited pool of staff, concerns over style and comprehensiveness are magnified.

b. Variety of Courses

It was generally felt that the course offerings were too limited especially in the higher grades. Some parents felt that honors courses were unavailable because of timetabling difficulties. Comments: 1 positive and 18 negative.

c. Enrichment/Gifted Education

School District 68 has a philosophy of E/G education which provides for the enriching of the curriculum for all students and identifying and serving the needs of gifted children. There are two resource teachers who provide direction and in-service for staff although neither is bilingual. The onus for E/G activity is primarily on the shoulders of the classroom teacher. Many parents perceive the French Immersion Program as an enriched program already. The survey indicated a large percentage of dissatisfaction with the E/G offerings.

d. Computers

There is a concern over the lack of opportunity to work with the very limited resources at NDSS.

e. Library

NDSS has now received the services of a bilingual librarian one day per week. His function at the moment seems to be primarily involved with building the collection. There is general dissatisfaction with the resources.

f. Learning Assistance

There was a large N/A response (46%). It would appear that if there is difficulty with French then the student opts for the English program.

g. Exchange Programs

Parents perceive a need for cultural exchanges to enliven and enrich the program but there seems to be nothing offered.

h. Accessibility

General satisfaction was expressed but there are certain areas of the city that are not well served by city transit. There is a plea for access to school buses that pass by. NDSS is probably the most accessible of the secondary schools.

i. Extra-curricular activities in French

This did not appear to be of great concern to parents. The school offers a wide variety of extra-curricular activities and the students take full advantage of them.

j. Communications

There are meetings arranged for parents of FI students to attend and all the normal avenues of communication are available. There is a functioning Parent Advisory Committee although it is not particularly well attended. The parents feel that they have to seek out information on the program and so this might be the basis of a committee recommendation.

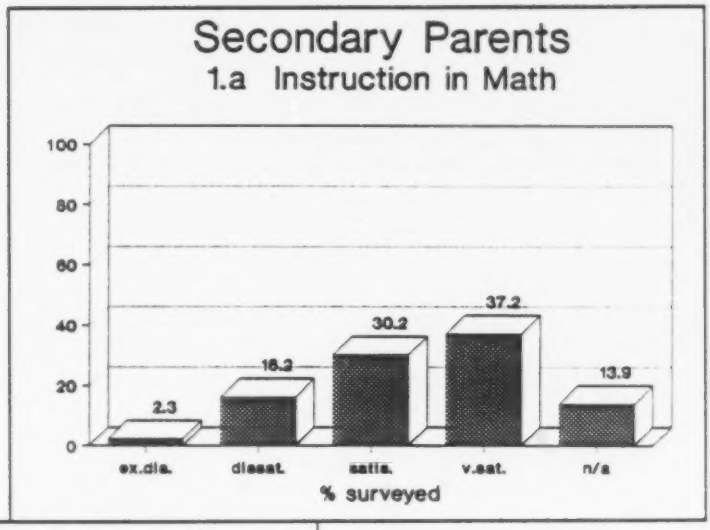
k. School Board Support for FI

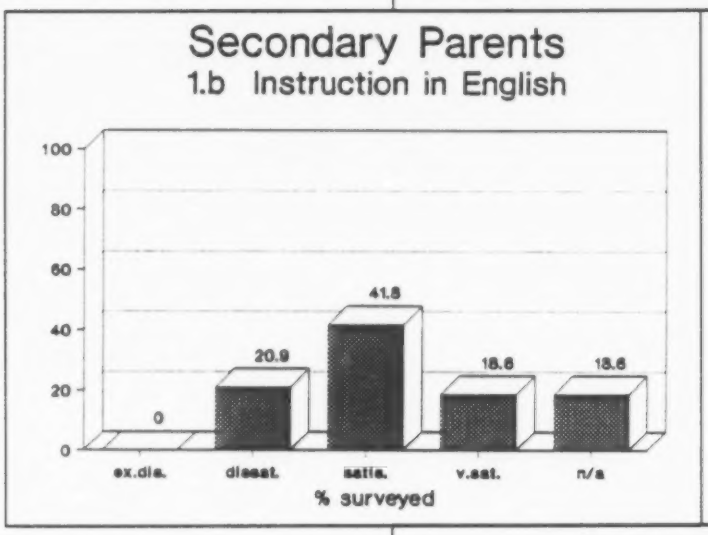
There is a concern that FI is always in the political arena and that parents have to continually defend the program from anti-French pressure groups. They feel that the Board has been supportive of the program for the right reasons although individuals on the Board may have contrary opinions. It would be unrealistic to expect no anti-French sentiments.

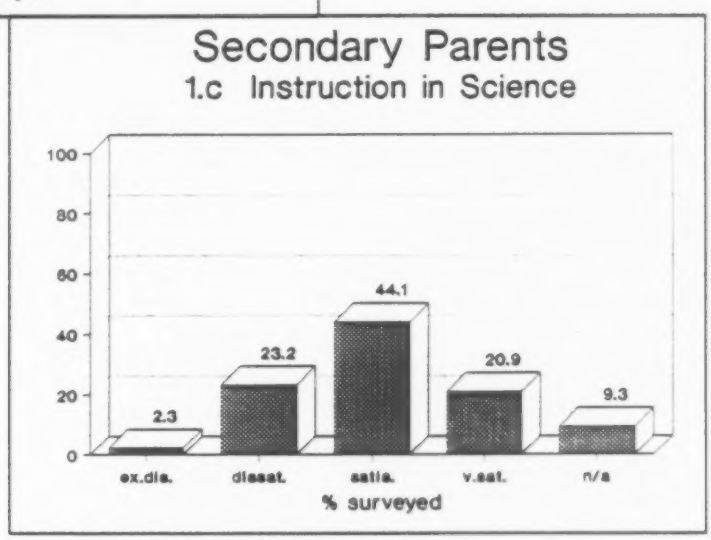
l. School Structure

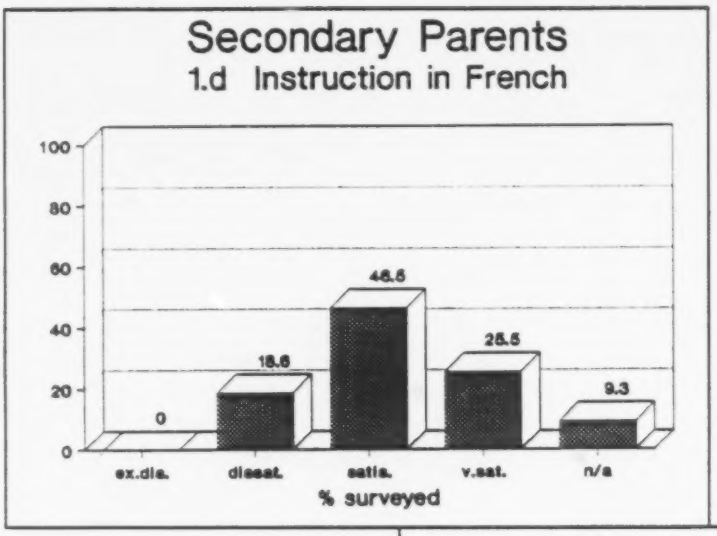
There is divided opinion on the structure of the school. Some are dissatisfied with the semester system. Others are dissatisfied with the timetabling where honors courses clash with other options. I suppose it come down to a question of priority as to which tail wags the dog; French, Band, Art, Honors English, etc. In a school of 1400 the timetabling is a major challenge to the administration.

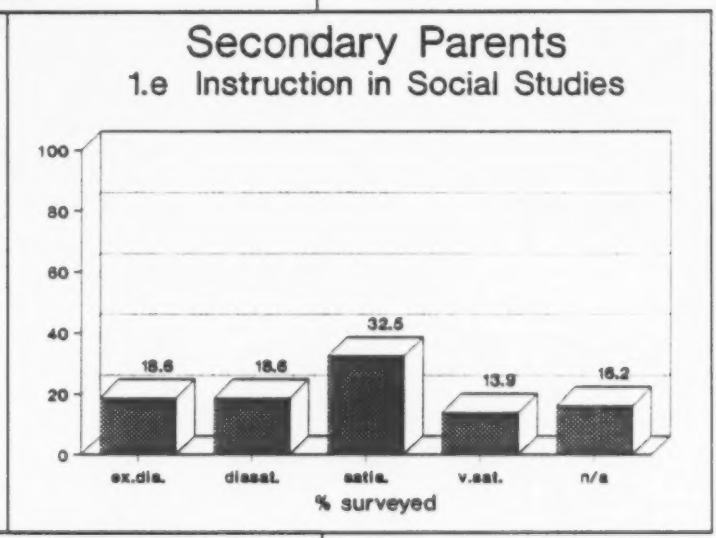
Number of Secondary Parents Surveyed — 43

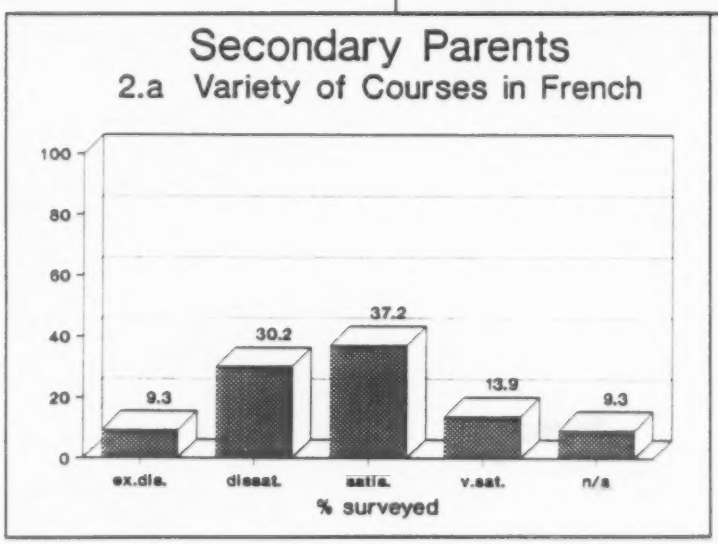


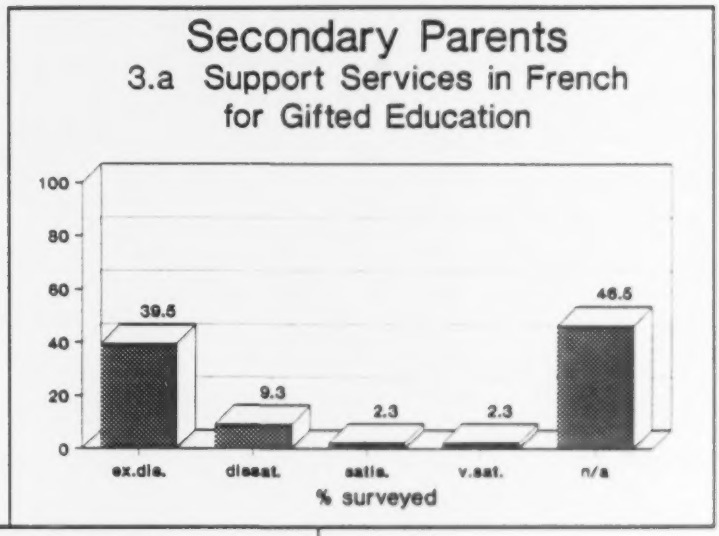


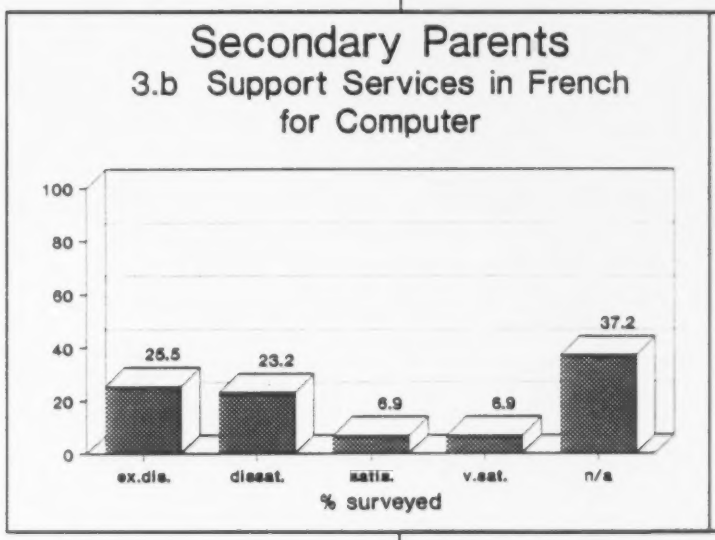


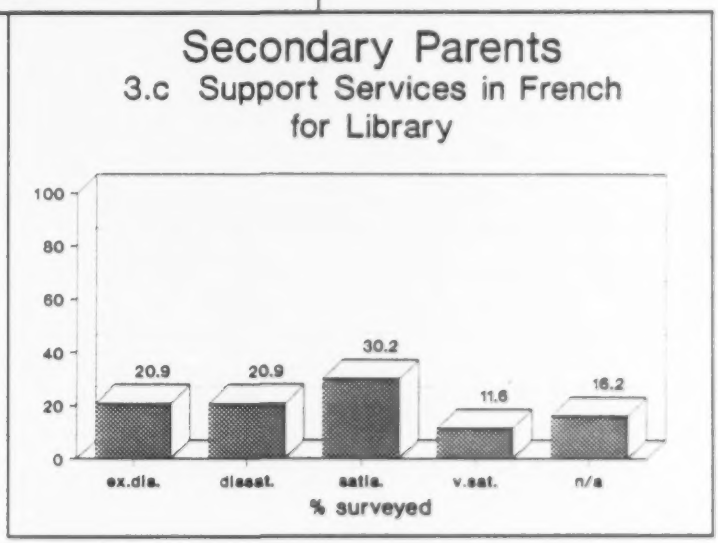

Secondary Parents
1.d Instruction in French
100
80
60
40
20
0
0
18.6
46.5
25.5
9.3
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Secondary Parents
1.e Instruction in Social Studies
100
80
60
40
20
0
18.6
18.6
32.5
13.9
16.2
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

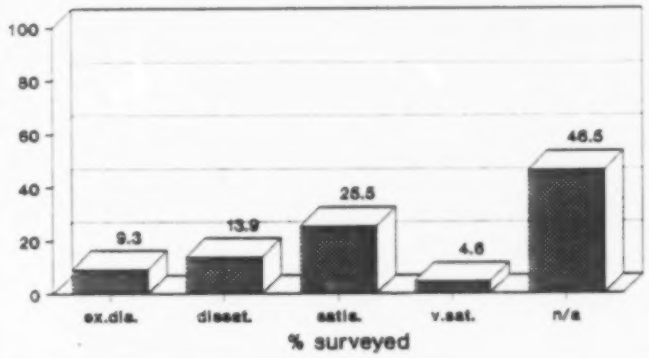

Secondary Parents
2.a Variety of Courses in French
100
80
60
40
20
0
9.3
30.2
37.2
13.9
9.3
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Secondary Parents
3.a Support Services in French
for Gifted Education
100
80
60
40
20
0
39.5
9.3
2.3
2.3
46.5
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

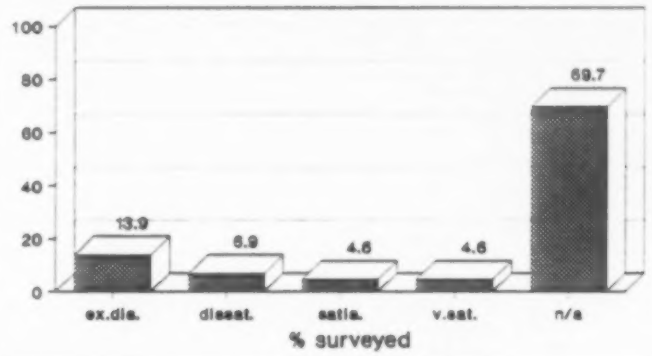

Secondary Parents
3.b Support Services in French
for Computer
100
80
60
40
20
0
25.5
23.2
6.9
6.9
37.2
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Secondary Parents
3.c Support Services in French
for Library
100
80
60
40
20
0
20.9
20.9
30.2
11.6
16.2
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

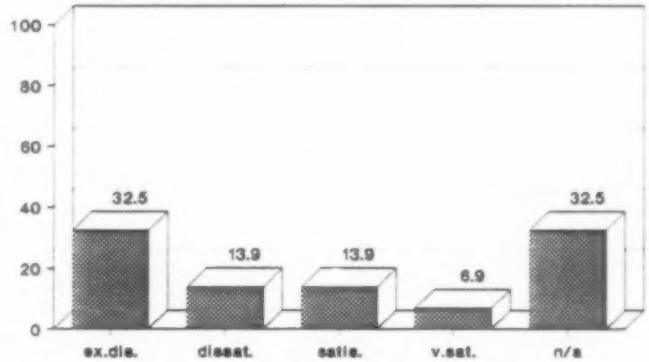
Secondary Parents
3.d Support Services in French for Learning Assistance

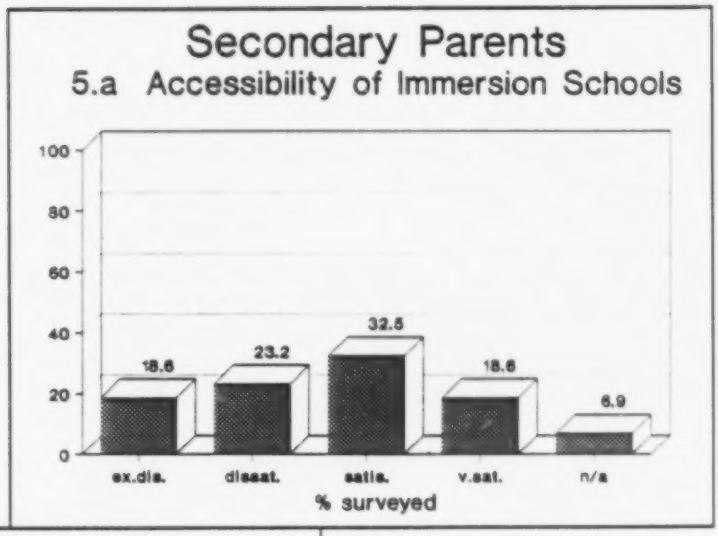


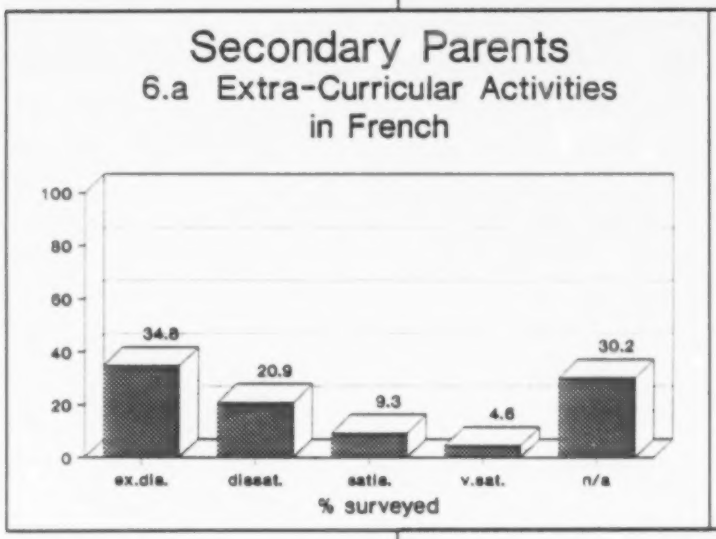
Secondary Parents
3.e Support Services in French for Resource Room

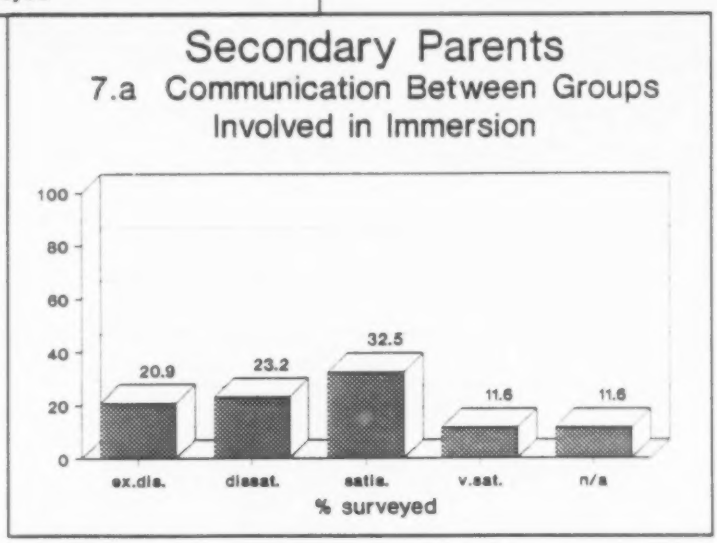


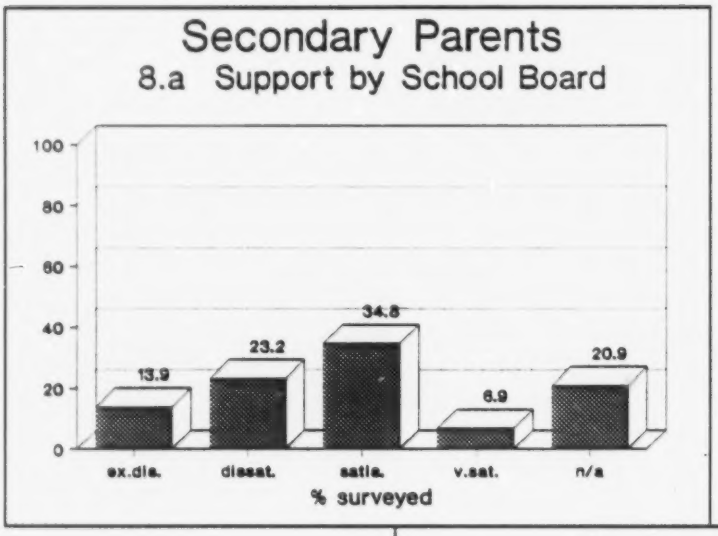
Secondary Parents
4.a Exchange/Travel Programs Offered

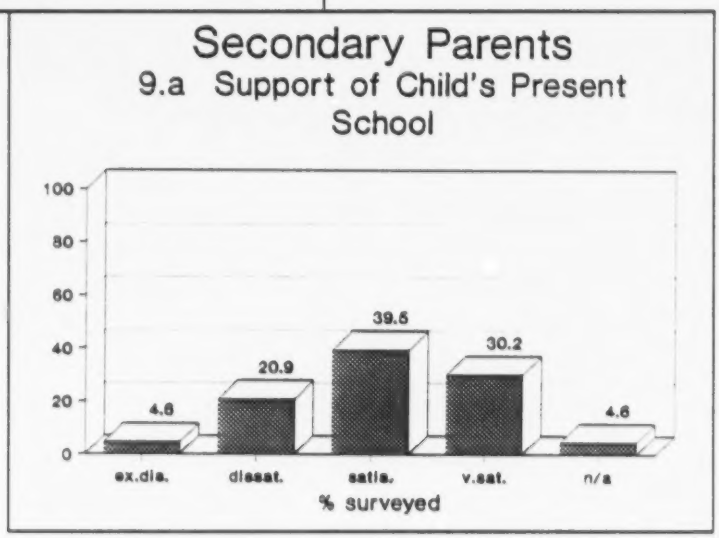



Secondary Parents
5.a Accessibility of Immersion Schools
100
80
60
40
20
0
18.6
23.2
32.5
18.6
6.9
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Secondary Parents
6.a Extra-Curricular Activities
in French
100
80
60
40
20
0
34.8
20.9
9.3
4.6
30.2
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Secondary Parents
7.a Communication Between Groups
Involved in Immersion
100
80
60
40
20
0
20.9
23.2
32.5
11.6
11.6
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Secondary Parents
8.a Support by School Board
100
80
60
40
20
0
13.9
23.2
34.8
6.9
20.9
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed


Secondary Parents
9.a Support of Child's Present School
100
80
60
40
20
0
4.6
20.9
39.5
30.2
4.6
ex.dis.
dissat.
satis.
v.sat.
n/a
% surveyed

SECTION IV – CONCLUSIONS AND RECOMMENDATIONS

As a summary to this report the committee has determined the following: (These are **not** in order of priority.)

STRENGTHS OF THE FRENCH IMMERSION PROGRAM

1. The majority of the teachers are very effective.
2. The instructional program is of good quality.
3. The district has an excellent staff development and training program.
4. Personnel relationships are sound and the teaching staff is appreciative of the support given by the District's Department of Modern Languages and the Superintendent.
5. Communication to parents at the elementary level is excellent.
6. Recruitment and retention of staff is commendable.
7. Quality of the product (student) is very good.
8. The program is cost effective.

Considerations for Improvement

1. More opportunity needs to be provided for gifted and talented students.
2. More support is needed for special needs students.
3. Accessibility is too concentrated in central Nanaimo.
4. There is a need for the district office to ensure that the public and staff clearly understand the difference between regular funding and special grants which are unique to French Immersion.
5. The Secondary French Immersion Program requires some strengthening in curriculum options and staff.
6. Secondary communication to French Immersion Parents could improve.
7. Although there has been considerable improvement in French Immersion library services, this needs continued attention.
8. A greater feeling is needed among parents and teachers of French Immersion that the program is secure.

Recommendations

1. That the Board reaffirm its support for the District's French Immersion Program and update its 1983 Policy and Regulations.
2. That the Board improve accessibility to the program particularly to the north Nanaimo residents.
3. That the Board extend its enriched/gifted program to provide more opportunities for French Immersion students.
4. That the district, in co-operation with school personnel and parents, enhance the cultural component of Immersion study (e.g. exchange, extra-curricular).
5. That resources be provided for special needs students.
6. That special attention be given to the Secondary French Immersion Program to strengthen instruction and personnel, program offerings, resources and support services.
7. That the secondary administration meet with French Immersion parents to develop ways to improve communication.
8. That the present efforts to improve French Immersion library services be continued.
9. That the Board give consideration to offering Late French Immersion (in addition to Early Immersion) and have a firm implementation plan developed. Such a plan should include:
   - appropriate locations
   - community survey and information
   - staffing plan
   - funding
10. That consideration be given to ensuring that each French Immersion school have at least one administrative officer and support staff person who has a working knowledge of the French language.

APPENDIX 1
Mandate

FRENCH IMMERSION EVALUATION MANDATE

PRIMARY OBJECTIVES

1. To examine the effect of the Immersion Program, Early Immersion and Late Immersion, and to make comparisons between educational effectiveness on Early and Late Immersion on students' learning in terms of language proficiency (English L1) and French (L2) -- reading, writing and oral communication) and general performance in other subject areas.

2. To prepare per pupil expenditure data in comparison with the average cost of educating a child in School District No. 68 (Nanaimo).

3. To determine the level of satisfaction of immersion students in terms of:

   - instruction;
   - interaction between teachers and students;
   - variety of optional courses offered at the secondary level in the second language;
   - support services provided to F.I. students in the second language (gifted education, computer, library, learning assistance, resource room) and other support services as required;
   - extra-curricular activities conducted in the second language;
   - accessibility to the schools offering F.II. program;
   - exchange programs.

CLARIFICATION STATEMENT

1. To examine the Early and Late Immersion Programs with regard to their effect on students' learning in terms of language proficiency (English and French) in reading, writing aural and oral communication, and the students' general performance in the subject areas of Social Studies, science and mathematics.

PRIMARY OBJECTIVES	CLARIFICATION STATEMENT
4. To determine the level of satisfaction of the parents of Immersion students in terms of: • instruction; • variety of optional courses offered at the secondary level in the secondary language; • support services provided in the second language to French Immersion students (gifted education, computer, library, learning assistance, resource room); • extra-curricular activities conducted in the second language; • accessibility to schools offering the F.I. program; • exchange programs; • communication between school, District personnel supervising F.I. program, teachers and parents; • support given by the School Board Administration (financial and human resources to F.I. program; • the school structure in which the program is offered: single track versus dual track school.	• the school structure in which the program is offered: single track versus dual track schools (including parents of English program in dual track schools).
5. To determine the level of satisfaction of F.I. teaching personnel in terms of: • professional development; • support services provided to them (resource teacher, gifted education, etc.); • participation in decision making regarding pedagogical orientation, the budget priorities at the school and district level for F.I. program, the content of training program and support provided for the implementation of new programs; • quality of the learning resources provided for classroom purposes; • the amount of interaction taking place in the target language among the teachers and with the school and district administration.	5. To determine the level of satisfaction of F.I. teaching personnel, administrative officers and District personnel in terms of:

SECONDARY OBJECTIVES

1. To examine continuity in staffing (recruitment and retention).

2. to examine the rate of retention/attrition in the F.I. program and the level of transfer from the F.I. program to the main stream English program and the students' reason for leaving the program.

3. French Second Language: to examine the goals and expectations of the ESL program (elementary and secondary) compared to French Immersion - program implementation and student achievement in EFSL/SFSL in School District No. 68 (Nanaimo).

4. An examination of alternate second language programs (e.g. Japanese) and their potential for School District No. 68 (Nanaimo).

CLARIFICATION STATEMENT

APPENDIX 2
Enrolment Details

ELEMENTARY

Harewood Elementary

Enrolment February 1991 - 183

K-7: French Immersion
7: English Program

Class Sizes:			
	K	-	21
	1	-	20
	K/1/2	-	3/2/15
	3	-	19
	3/4	-	5/14
	5/6	-	13/8
	6/7	-	6/16
	7	-	21
	7	-	20 (English)

Average: French - 19.67
English - 20.00

Intermediate split classes generally have fewer students than straight grade classes.

Pauline Haarer Elementary

Enrolment February 1991 - 240

K-7: French Immersion

Class Sizes:					
	K (am)	-	19	K (pm) -	17
	1	-	25		
	2	-	25		
	3	-	23		
	3/4	-	12/12		
	4	-	28		
	5	-	25		
	6	-	26		
	7	-	28		

Average: 25.50

Quarterway Elementary

Enrolment February 1991 - 335

K-7: *French Immersion*
K-7: *English*
Cadre: *53*

Class Sizes:

French			English		
K	-	19	K	-	20
1	-	23	1/2	-	15/4
2	-	23	2/3	-	13/11
3	-	27	4/5	-	18/9
4	-	26	6/7	-	14/8
5	-	24			
6/7	-	21/7			

Average: French - 25.17
English- 23.00
Cadre - 14.33

SECONDARY - N.D.S.S.

Enrolment 1990/91 - 162

Grade 8	-	59
Grade 9	-	32
Grade 10	-	35
Grade 11	-	19
Grade 12	-	17

Late Immersion students are in grade 8, 9, & 10

Curriculum

Grade 8:	French, Math, Social Studies, Science
Grade 9:	French, Math, Social Studies, Science
Grade 10:	French, Math, Social Studies, Science
Grade 11:	French, Social Studies
Grade 12:	French

* Math is optional in grade 10

Students take 8 subjects per school year, 4 per semester

Staffing

There are five teachers assigned to French Immersion programs with a minor Department Head. There is a .2 librarian assigned to the school, 1 day per week.

APPENDIX 3
Staffing Summary and Class Size

05-Feb-91

ELEMENTARY STAFFING SUMMARY 1990-91

SCHOOL	Kdgt. Enrol.	Kdgt. Staff	Kdgt. Ave.	1-7 Enrol.	1-7 Staff	1-7 Ave.	Sp.Ed. Enrol.	Sp.Ed. Staff	Lib.	Adm.	Clsrm. Music	Instr. Music	APDT .	L.A.	Eg/ Ind.Ed	E.S.L.	R.Rm.
Bayview	32	1.00	16.00	164	7.00	23.43			0.60	0.90	0.39	0.16	0.12	1.00	0.10		0.60
Brechin	37	1.00	18.50	159	7.00	22.71			0.50	0.80	0.42	0.08	0.12	1.00		0.50	0.60
Chase River	52	1.50	17.33	251	10.00	25.10			0.70	0.80	0.51	0.16	0.18	0.90		0.04	0.60
Extension				42	2.00	21.00			0.10	0.20	0.12			0.10			
Cilaire	24	1.00	12.00	175	7.00	25.00	8	1.00	0.45	0.80	0.33	0.16	0.12	0.50	0.10	2.00	0.60
Davis Road	21	0.50	21.00	121	5.00	24.20			0.40	0.60	0.30	0.16	12.00	0.60	0.10		0.60
Departure Bay	30	1.00	15.00	279	11.00	25.36			0.80	1.00	0.54	0.16	0.18	0.80	0.10		0.60
Dufferin Crescent	35	1.00	17.50	251	10.00	25.10	18	3.00	0.80	1.00	0.54	0.16	0.30	1.20	0.10		0.60
Fairview	80	2.50	16.00	463	17.00	27.24			1.20	1.60	0.84	0.16	0.30	2.00	0.10	1.00	0.60
Forest Park	70	2.00	17.50	354	14.00	25.29			1.00	1.20	0.72	0.16	0.24	1.10			0.40
Gabriola	32	1.00	16.00	220	9.00	24.44			0.60	0.80	0.48	0.16	0.12	0.60	0.10	0.10	0.60
Georgia Avenue	79	2.50	15.80	375	16.00	23.44			1.00	1.60	0.99		0.12	1.80	0.30	1.00	0.40
Hammond Bay	41	1.00	20.50	208	8.00	26.00			0.55	0.80	0.42	0.16	0.12	0.60			
Harewood - English				41	2.00	20.50			0.60	0.80		0.16	0.12	0.20			0.60
- French	24	0.50	24.00	118	6.00	19.67					0.42			0.50			
Ladysmith Int.				253	10.00	25.30			0.60	0.90	0.30	0.16	0.30	0.80			
Ladysmith Primary	82	2.50	16.40	210	9.00	23.33			0.60	0.90	0.69			1.00		0.20	
McGirr	48	1.00	24.00	162	7.00	23.14			0.40	0.80	0.48			0.50			

SCHOOL	Kdgt. Enrol.	Kdgt. Staff	Kdgt. Ave.	1-7 Enrol.	1-7 Staff	1-7 Ave.	Sp.Ed. Enrol.	Sp.Ed. Staff	Lib.	Adm.	Clsrm. Music	Instr. Music	APDT .	L.A.	Eg/Ind.Ed	E.S.L.	R.Rm.
Mountain View	58	1.50	19.33	319	12.00	26.58			0.80	1.00	0.63	0.16	0.24	1.00			0.60
Mount Benson	52	1.50	17.33	342	13.00	26.31			0.80	1.00	0.69	0.16	0.20	1.00			
North Cedar	17	0.50	17.00	159	7.00	22.71			0.50	0.70	0.33	0.16	0.12	0.60	0.30		0.60
North Oyster	54	1.50	18.00	243	10.00	24.30			0.70	0.90	0.57	0.16	0.12	0.80	0.40 0.20		0.60
Park Avenue	53	1.50	17.67	234	11.00	25.82			0.80	1.00	0.57	0.16	0.20	1.00			
Pauline Haarer	36	1.00	18.00	204	8.00	25.50			0.60	0.80	0.42	0.16	0.12	0.80			
Pleasant Valley	42	1.50	14.00	159	7.00	22.71			0.50	0.80	0.39	0.16	0.12	0.70	0.10		0.60
Princess Anne	12	0.50	12.00	77	3.00	25.67	10	3.00	0.40	0.70	0.15	0.16	0.24	0.20			
Princess Royal	24	0.50	24.00	112	5.50	20.36			0.40	0.60	0.30	0.00	0.06	1.00	1.00		0.60
Quarterway - English	19	0.50	19.00	92	4.00	23.00			0.80	1.20	0.18	0.16	0.06	0.80		0.50	
Early French	20	0.50	20.00	151	6.00	25.17					0.36		0.06				
French Cadre	10		4.00	43	3.00	14.33					0.18			0.30			
Late French						0.00							0.00				
Rock City	76	2.00	19.00	358	14.00	25.57	25	3.00	1.00	1.60	0.72	0.16	0.45	1.40	0.10		0.60
Rutherford	59	2.00	14.75	441	18.00	24.50			1.20	1.60	0.90	0.16	0.30	1.40	0.10		0.80
Seaview	69	2.00	17.25	369	14.00	26.36			1.00	1.40	0.72	0.32	0.24	1.00	0.10		0.70
South Wellington	12	0.50	9.00	81	3.50	22.57			0.20	0.40	0.18		0.06	0.20			
Uplands Park	60	2.00	15.00	369	14.00	26.36			1.00	1.40	0.72	0.16	0.24	1.40	0.10		
Waterloo	23	0.50	23.00	108	5.00	21.60			0.40	0.60	0.21	0.16	0.12	0.28			
Woodbank	47	1.50	15.67	292	12.00	24.33			0.70	1.00	0.63	0.16	0.18	1.00			
(Music Travel)											4.30	1.55					
TOTAL	1430	41.50	17.23	8049	327.00	24.61	61	1.00	22.70	32.20	21.64	6.11	17.47	30.08	3.40	5.34	11.90
MINISTRY PROJECTIONS	1023			7474			100.00										

APPENDIX 4

Class Size – Immersion From 1983

YEAR	SCHOOL	DIV.1	#	DIV.2	#	DIV.3	#	DIV.4	#	DIV.5	#	DIV.6	#	DIV.7	#	DIV.8	#	YEAR AVERAGE
1983	Brechin	K	20	Gr.1	25	Gr.2	21	Gr.3	19	Gr.4	15							K= 20 Gr.1-7 = 18.3
	P.Haarer	K	15/15	Gr.1	25	Gr.2	23	Gr.3	25	Gr.4	25	Gr.5	21	Gr.6	21			K= 15 Gr.1-7 = 23.3
1984	Brechin	K	18	Gr.1	24	Gr.2	20	Gr.3	21	Gr.4/5	27							K= 18 Gr.1-7 = 23
	P.Haarer	K	15/15	Gr.1	26	Gr.2	26	Gr.3	22	Gr.4	27	Gr.5	25	Gr.6	22	Gr.7	15	K= 15 Gr.1-7 = 23.3
	Harewood	K	25	Gr.1	17													K= 25 Gr.1-7 = 17
1985	Brechin	K	23	Gr.1	23	Gr.2/3	26	Gr.3/4	28	Gr.5/6	22							K= 23 Gr.1-7 = 24.8
	P.Haarer	K	14/15	Gr.1	27	Gr.2	25	Gr.3	25	Gr.4	18	Gr.5	24	Gr.6	23	Gr.7	18	K= 15 Gr.1-7 = 23
	Harewood	K	14	Gr.1	24	Gr.2	16											K= 14 Gr.1-7 = 20
1986	Brechin	K	22	Gr.1	21	Gr.2	23	Gr.3/4	25	Gr.4/5	23	Gr.5/6	20	Gr.6/7	20			K= 22 Gr.1-7 = 22
	P.Haarer	K	22/22	Gr.1	27	Gr.2	27	Gr.3	28	Gr.4	22	Gr.5	20	Gr.6 LI	25 24	Gr.7	21	K= 22 Gr.1-7 = 24.8
	Harewood	K	20	Gr.1	19	Gr.2	23	Gr.3	19									K= 20 Gr.1-7 = 20.3
1987	Brechin	K	22	Gr.1	24	Gr.2	20	Gr.3/4	28	Gr.4/5	30	Gr.5/6	29					K= 22 Gr.1-6 = 26.2
	P.Haarer	K	22/22	Gr.1	23/23	Gr.2	27	Gr.3	27	Gr.4	26	Gr.5	23	Gr.6	20	Gr.7 Gr.7LI	21 21	K= 22 Gr.1-7 = 23.4
	Harewood	K	22	Gr.1	22	Gr.2/3	26	Gr.3/4	27									K= 22 Gr.1-7 = 25
1988	Brechin	K	17	Gr.1	26	Gr.2	24	Gr.3	21	Gr.3/4	20	Gr.5/6	25	Gr.6/7	24			K= 17 Gr.1-7 = 23.3
	P.Haarer	K	18/17	Gr.1 Gr.1/2	25 25	Gr.2	27	Gr.3	25	Gr.4	26	Gr.5	26	Gr.6	22	Gr.7	17	K= 17.5 Gr.1-7 = 24
	Harewood	K	20	Gr.1	23	Gr.2	20	Gr.3/4	26	Gr.4/5	29							K= 20 Gr.1-7 = 24.5
	Quarterway													Gr.6LI	25	Gr.7LI	22	Gr.6-7 = 23.5
1989	Quarterway	K	17	Gr.1	18	Gr.2	25	Gr.3	25	Gr.4	24	Gr.4/5	27	Gr.6/7 Gr.6LI	29 24	Gr.7LI	24	K= 17 Gr.1-7 = 24.6 Gr.6-7LI 24
	P.Haarer	K	18/18	Gr.1	26	Gr.2 Gr.2/3	25 25	Gr.3	24	Gr.4	26	Gr.5	26	Gr.6	27	Gr.7	21	K= 18 Gr.1-7 = 25
	Harewood	K	19	Gr.1	18	Gr.2	24	Gr.3/4	22	Gr.4/5	20	Gr.5/6	25					K= 19 Gr.1-7 22

APPENDIX 5
Staff Lists

HAREWOOD

Anneli Bramley
La Le Lamoureux
Raynald Mercier
Cecile Hill
Danielle Clusiau
Suzanne Jobin
Don Mullis, Principal
John Avery, Librarian

N.D.S.S.

Emile de Koninck
Luc Begin
Camille Belanger
Shyam Mohit
Michele Mazzarotto
Daniel Gallagher
Anne Marie Ange Wauthy

PAULINE HAARER

Cecile Binvel
Elaine McCarthy
Janet Henderson
Jeannine Hodge
Claire Sicotte
Helene Sullivan
Dauphine Ravolo
Martin Vaillancourt
Michel Chalifour
Terry Green, Principal
Marilyn Whitehead, Librarian

QUARTERWAY

Kathryn Maurer
Kathleen Mercier
June Bouchard
Jean Pruneau
Ann Grant
Diane Alain
Jacquie Matte
Isabelle Jobin
Gaston Dube
Karina Younk
Ghyslain Roux
Antoinette Spoor
Brian Lapadat, Principal
Marie Harel, Vice-Principal

APPENDIX 6

1990-1991 Projected French Grants Based On Actual Enrolments

FRENCH SUPPORT GRANT – FEDERALLY FUNDED

IMMERSION			
K-3	259	$ 70	$ 18,095
4-7	260	$ 65	$ 16,900
8-10	120	$ 45	$ 5,400
11-12	36	$ 25	$ 900
FRENCH AS A SECOND LANGUAGE			
Elementary	3,252	$ 4	$ 13,008
Secondary	2,699	$ 2	$ 5,398
PROGRAMME CADRE			
K-7	49	$ 70	$ 3,430
8-10	9	$ 55	$ 495
11-12	0	$ 35	$ 0
TOTAL FRENCH SUPPORT GRANT			$ 63,626

FRENCH SPECIAL PROJECTS – FEDERALLY FUNDED

IMMERSION			
K	0	$ 8,000	$ 0
1-7	2	$13,500	$ 27,000
8-10	1	$12,700	$ 12,700
11-12	0	$ 7,200	$ 0
FRENCH AS A SECOND LANGUAGE			
Elementary	15	$ 400	$ 6,000
Secondary	19	$ 200	$ 3,800
PROGRAMME CADRE			
K	0	$ 8,000	$ 0
1-7	0	$ 13,500	$ 0
8-10	1	$ 12,700	$ 12,700
11-12	0	$ 7,200	0
TOTAL FRENCH SPECIAL PROJECTS			$ 62,200
TOTAL FRENCH GRANTS			$125,826

APPENDIX 7

School District Expenditures 1990-1991

$142,326.00 (- $50,000.00)

ITEM		COST	TOTAL COST
Library	- Harewood	$ 4,000.00	
	- NDSS	5,000.00	
	- Quarterway	1,500.00	
	- Pauline Haarer	1,500.00	$ 12,000.00
CAIT Conference		5 x $250	1,250.00
Recruiting			500.00
School Based Project:	- Harewood	2,500.00	
	- Quarterway	2,500.00 (Imm)	
		1,000.00 (PCDF)	6,000.00
School Allocation	- EFSL	7,623.00	
	- SFSL	2,780.00	10,403.00
School Allocation	- Harewood	7,000.00	
	- Pauline Haarer	10,000.00	
	- Quarterway	10,000.00	
	- N.D.S.S.	11,000.00	38,000.00
Immersion Weekend		12 x $150	1,800.00
PRO-D: Immersion	- Coop Learning	6,000.00	
	- Pr. Intermédiare	3,000.00	9,000.00
EFSL/SFSL		10 half-days x 10 teachers	3,000.00
SFSL PRO-D: BSASLT		9 x $150.00	1,350.00
Learning Assistance:	- Harewood	1,000.00	
	- Quarterway	1,000.00	
	- Pauline Haarer	1,000.00	3,000.00
EFSL/SFSL Resource Teacher			26,500.00
Secretarial Time			13,000.00
NDSS Dept. Head Position			2,200.00
Learning Assistance Work Development Committee		2 days x $120 x 5	1,200.00
Contingency Fund			13,123.00
		TOTAL:	$142,326.00

APPENDIX 8

School District #68 Operating Budgets and Per Pupil Amount by School

School	Actual 1990.09.30 Enrolment	Operating Budget Incl. Grants	Imm. Grants	F.S.L. Grants	Operating Budget w/o Grants	Per Pupil with Grants	Per Pupil w/o Grants
Bayview Elementary	183	16,040		66	15,974	88	87
Brechin Elementary	197	19,001		150	18,851	96	96
Chase River Elementary	289	26,828		162	26,666	93	92
Cilaire Elementary	198	19,235		154	19,081	97	96
Davis Road Elementary	145	14,014		154	13,860	97	96
Departure Bay Elementary	294	27,130		524	26,606	92	90
Dufferin Cresc. Elementary	286	26,887		114	26,773	94	94
Extension Elementary	41	3,168			3,168	77	77
Fairview Elementary	511	44,114		526	43,588	86	85
Forest Park Elementary	394	33,737		604	33,133	86	84
Gabriola Elementary	237	22,713		218	22,495	96	95
Georgia Avenue Elementary	429	32,984		326	32,658	77	76
Hammond Bay Elementary	226	19,326		108	19,218	86	85
Harewood Elementary	191	29,929	13,500	90	16,339	157	86
Ladysmith Intermediate	252	24,312		262	24,050	96	95
Ladysmith Primary	273	23,680			23,680	87	87
McGirr Elementary	194	18,187			18,187	94	94

APPENDIX 8 – continued
School Operating Budgets and Per Pupil Amount by School

School	Actual 1990.09.30 Enrolment	Operating Budget Incl. Grants	Imm. Grants	F.S.L. Grants	Operating Budget w/o Grants	Per Pupil with Grants	Per Pupil w/o Grants
Mountain View Elementary	352	32,067		168	31,899	91	91
Mount Benson Elementary	367	32,605		568	32,037	89	87
North Cedar Elementary	177	17,642		76	17,566	100	99
North Oyster Elementary	267	25,213		232	24,981	94	94
Park Avenue Elementary	321	29,592		436	29,156	92	91
P. Haarer Elementary	232	34,710	12,500		22,210	150	96
Pl. Valley Elementary	188	19,243		92	19,151	102	102
Princess Anne Elementary	99	10,067		41	10,026	102	101
Princess Royal Elementary	123	13,912		44	13,868	113	113
Quarterway Elementary	305	38,791	13,000	290	25,501	127	84
Rock City Elementary	412	37,798		466	37,332	92	91
Rutherford Elementary	491	43,193		284	42,909	88	87
Seaview Elementary	417	37,536		454	37,082	90	89
S.Wellington Elementary	89	9,745		480	9,265	109	104
Uplands Park Elementary	402	30,540		322	30,218	76	75
Waterloo Elementary	125	13,907		106	13,801	111	110
Woodbank Elementary	329	28,714		506	28,208	87	86

APPENDIX 9

F.S.L. Update – Elementary

F.S.L. Implementation Schedule In Nanaimo

Until the 1989 - 1990 school year the French as a Second Language Program had only been offered in grades 6 and 7 at the elementary level. The program was often offered by itinerant specialists who visited many classrooms and schools. French was used to provide APDT (preparation time) for teachers.

In preparation for provincial implementation of the French programs at the elementary level, it was decided by senior staff and the School Board Trustees that beginning 1989 French would continue to be offered to the grades 6 and 7, introduction would also take place at the grade 4 level and the following year (1990-1991) at the grade 5 level. Therefore, by the year 1991-1992 French would be offered in all classrooms from grades 4 to 7.

Time allocation was determined at 60 minutes a week for grades 5 and 90 minutes a week for grades 6 and 7. The time allowed for the teaching of French at the grades 4 and 5 was not assigned, and classroom teachers were expected to teach their own French class. In some cases, teachers traded subject areas in order to offer French to their students.

In some schools and some classes French is still currently not offered at the grades 4 and 5 levels due to lack of resource people or difficult timetabling.

F.S.L. Professional Development

In 1989 a .5 E.F.S.L. resource teacher position was opened and the assignment has now been increased to a full time position for the 1990-1991 school year.

Part of the resource teacher's role is to offer different professional development opportunities for French as a Second Language teachers in the school district. The following is a list of activities that have been offered to teachers during the last two years:

French Language Bursaries

Bursaries are provided provincially and locally for teachers who want to pursue their language development by attending three week long Summer Immersion sessions.

Bursaries (registration fee) are also available for teachers who want to attend French conversation classes given at Malaspina College or at The Francophone Association.

Bursaries of $150.00 are also given to teachers who participate in a French Immersion Weekend. Two are available during the school year - one in the fall and one in the spring.

Methodology and Theory

Different series of workshops are offered for teachers at different levels:

First year - Introduction French
Second year - French
Pilot group of a new elementary program

The teachers within these different groups meet approximately every 6 weeks. Each session is also followed by a classroom demonstration from the resource teacher. Each session is a half day workshop offered during school time.

Another series of workshops available this year consists of general theory relating to the teaching and acquisition of a second language, for example:

- How do children learn a second language?
- Classroom management techniques
- Cooperative learning strategies for the FSL classroom
- Games and activities
- Evaluation techniques

These sessions are offered in half day blocks during school time.

School and Classroom Visits

Classroom demonstrations and presentations are also available to teachers on a first come first served basis:

- teaching demonstrations
- cultural presentations - Christmas, Carnaval, Maple Syrup, etc.
- presentations on France for the grade 6 Social Studies Curriculum are also available.

ELEMENTARY FRENCH AS A SECOND LANGUAGE CLASSES
1990-1991

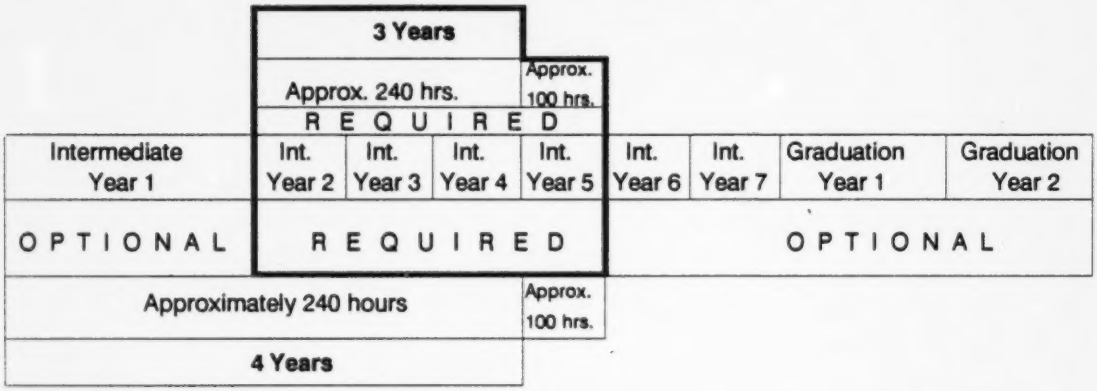
SCHOOL	GRADES			
	4	5	6	7
Bayview			*	*
Brechin	*	*	*	*
Chase River			*	*
Cilaire		*	*	*
Davis Road	*	*	*	*
Departure Bay	*	*	*	*
Dufferin Crescent			*	*
Fairview	*	*	*	*
Forest Park	*	*	*	*
Gabriola	*	*	*	*
Georgia Avenue	*	*	*	
Hammond Bay			*	*
Harewood				*
Ladysmith Int.			*	*
Mountain View			*	*
Mount Benson		*	*	*
North Cedar			*	*
North Oyster			*	*
Park Avenue		*	*	*
Pleasant Valley			*	*
Princess Anne		*	*	*
Princess Royal			*	*
Quarterway			*	*
Rock City	*	*	*	*
Rutherford			*	*
Seaview	*		*	*
South Wellington	*	*	*	*
Uplands	*	*	*	*
Waterloo			*	*
Woodbank	*	*	*	*

ELEMENTARY FRENCH AS A SECOND LANGUAGE CLASSES
Enrolment: 1990-1991

SCHOOL	GRADES			
	4	5	6	7
Bayview			18	15
Brechin	10	22	24	19
Chase River		09	35	37
Cilaire		25	27	25
Davis Road	18	22	22	15
Departure Bay	46	35	40	41
Dufferin Crescent			19	38
Fairview	65	62	72	64
Forest Park	48	38	59	57
Gabriola	30	31	27	21
Georgia Avenue **	55	55	53	
Hammond Bay			23	31
Harewood				45
Ladysmith Int.			61	70
Mount Benson	53	50	42	39
Mountain View		07	40	37
North Cedar			22	16
North Oyster	32	25	27	32
Park Avenue		31	43	44
Princess Anne			11	10
Princess Royal			08	14
Quarterway	17	08	14	06
Rock City	32	45	43	63
Rutherford			75	67
Seaview	41	59	61	66
South Wellington	07	11	12	10
Uplands		51	62	48
Waterloo		17	16	20
Woodbank	14	44	35	33

** Gabriola also has: K - 26 Gr.1 - 38 Gr.2 - 29 Gr.3 - 34

F.S.L. Program Entry Points



For those school districts with an established F.S.L. program commencing prior to Intermediate Year 2, provision is made for an optional Intermediate Year 1 start.

2. Implementation Schedule F.S.L.

	1990/91	91/92	92/93	93/94	94/95
OPTIONAL	Intermediate Year 1,2,3,4	Intermediate Year 1,2,3,4	Intermediate Year 1,3,4	Intermediate Year 1 and 4	Intermediate Year 1
REQUIRED	Intermediate Year 5	Intermediate Year 5	Intermediate Year 2 and 5	Intermediate Year 2,3,5	Intermediate Year 2,3,4,5

This FSL implementation schedule will result in an articulated FSL program through to Intermediate Year 5 (Gr.8) within the Humanities Strand of the Common Curriculum by September 1995. The implementation schedule is designed to make provision for an Intermediate Year 1 or 2 entry point. It should be noted that in accordance with the Year 2000 document, the required component of FSL commences in Intermediate Year 2 (Gr.5). The schedule provides sufficient time for increased and improved FSL teacher supply.

The table indicates that beginning September 1992, Intermediate Year 2 (Gr.5) FSL will be required. The process will continue incrementally with Intermediate Year 3 (Gr.6) in September 1993 and Intermediate Year 4 (Gr.7) in September 1994. By September 1995 all students entering Intermediate Year 5 (Gr.8) will have completed the intended General Learning Outcomes identified in the new FSL guide, up to and including Intermediate Year 4 (Gr.7). At that point the Intermediate Year 5 - Graduation Year 2 program and resources will have to be modified to accommodate the improved language proficiency of incoming students.

With the introduction of an articulated Intermediate/Graduation program which has a common philosophical base, the student of French will have better control of communication skills in the second language.

This universally accessible Intermediate Graduation program will provide comparable opportunities for students throughout British Columbia to learn French.

The communicative approach used in the new F.S.L. program represents a change in focus in language acquisition: emphasis changes from grammar driven activities and learning about language to using language as a means to send and receive messages.

APPENDIX 10

F.S.I. Update — Ladysmith Secondary School

Ladysmith Secondary - French 8 Course Outline - *Mrs. Mathers 1990-91*

A. **COURSE OUTLINE:**

Text Used: Passeporte Français Books 1 and 2

Components covered: 1 - 6

Second Term: Components 4 - 6

Each component will involve the following:

a) the teaching of new vocabulary
b) the teaching of new grammar
c) a dialogue or short anecdote
d) a written review
e) an oral review (in the language lab using taped material)
f) a vocabulary quiz
g) a dictation
h) an aural comprehension text
i) a written exam

In addition, the following will be incorporated into the teaching of each component:

a) supplementary reading
b) memory work and/or recording of learned material, and,
c) the Parlez-moi video series, for additional vocabulary, variety interest, etc.

B. **COURSE EVALUATION:**

The first three components will be worth 37.5% of the final grade, the second three components another 37.5% and the final examination will count for 25% of the course.

Component Breakdown:		
	Aural Comprehension	25%
	Written Comprehension	50%
	Oral (dialogue)	10%
	Vocabulary, Grammar, Dictation	15%
		100%

Guide to Letter Grades:

A demonstrates excellent competence with course content in all 3 areas: written work, oral work and aural comprehension.

B demonstrates above average competence with course content. Participates well in class activities and completes all homework assignments.

C demonstrates an acceptable level of competence with course content. Usually participates in class discussions and activities. Most homework assignments are complete.

C-/P demonstrates limited competence with course content but completes most homework assignments and participates in class activities.

F little if any competence with course content. Little participation in class activities and many homework assignments are incomplete.

C. **GENERAL OBJECTIVES:**

The general objectives of my course are intended to help the student develop:

a) a positive, constructive and enthusiastic attitude towards French and other languages.
b) good listening, reading and comprehension skills.
c) a sense of accomplishment and security in speaking and writing French.
d) an ability to communicate in French when placed in everyday situations.

Ladysmith Secondary - French 9 Course Outline - *Mrs. I. Baker 1990-91*

A. **COURSE OUTLINE:**

Text Used: Passeport Français Books 2, 3 and 4
Components Covered: 7 - 14
Second Term: Components 11 - 14
Each component will involve the following:

a) the teaching of new vocabulary and grammar
b) short reading selections
c) an oral review
d) vocabulary quizzes
e) an aural comprehension test
f) a written exam including a dictation

In addition, the following will be incorporated into the teaching of each component:

a) supplementary reading
b) supplementary video materials
c) French composition

B. **COURSE EVALUATION:**

The two reporting terms will count for 75% of the course. The final exam is worth 25%.

Approximate breakdown of each term:	Major tests	60%
	Oral work	15%
	Quizzes, Dictation, Projects	25%

Guide to Letter Grades:

A Demonstrates excellent competence with course content in all 3 areas: written work, oral work and aural comprehension.

B Demonstrates above average competence with course content. Participates well in class activities and completes all homework assignments.

C Demonstrates an acceptable level of competence with course content. Usually participates in class discussions and activities. Most homework assignments are complete.

C-/P Demonstrates limited competence with course content but completes most homework assignments and participates in class activities.

F Little if any competence with course content. Little participation in class activities and many homework assignments are incomplete.

C. **GENERAL OBJECTIVES:**

The general objectives of my course are intended to help the student develop:

a) A positive, constructive and enthusiastic attitude towards French and other languages.
b) Good listening, reading and comprehension skills.
c) A sense of accomplishment and security in speaking and writing French.
d) An ability to communicate in French when placed in everyday situations.

D. **HOMEWORK AND CLASSROOM EXPECTATIONS:**

1. It is essential that student complete ALL homework ON TIME and it is strongly advised that all students REVIEW their work DAILY.
2. It is essential that students participate and use the French language to the best of their ability during class time.
3. It is essential that notebooks (3-ringed binders) be neat, organized, complete and correct, so that they may be used effectively for study and review.
4. It is essential that students attend regularly.

E. **COMMUNICATIONS:**

Parents are invited at any time to contact me if they have any concerns regarding their son/daughter.

Ladysmith Secondary - French 10 Course Outline - *Mrs. Mathers - 1990-91*

A. **COURSE OUTLINE:**

Text Used: Passeport Français Books 4, 5 and 6
Components covered: 15 - 22
First Term: Components 15 - 18
Second Term: Components 19 - 22

Each component will involve the following:

a) the learning of new vocabulary and grammar
b) a written review
c) an oral review in the language lab using taped material
d) vocabulary quizzes
e) an aural comprehension test
f) a written exam including a dictation
g) an oral test to be recorded on cassette tape
i) French composition

In addition, the following will be incorporated into the teaching of each component:

a) supplementary reading
b) supplementary video materials

B. **COURSE EVALUATION:**

The first four components will be worth 37.5% of the final grade as are the last four. The final examination is worth 25%.

C. **GENERAL OBJECTIVES:**

The general objectives of my course are intended to help the student develop:

a) A positive, constructive and enthusiastic attitude towards French and other languages.
b) Good listening, reading and comprehension skills.
c) A sense of accomplishment and security in speaking and writing French.
d) An ability to communicate in French when placed in everyday situations.

D. **HOMEWORK AND CLASSROOM EXPECTATIONS:**

1. It is essential that students complete ALL homework ON TIME and it is strongly advised that all students REVIEW their work DAILY.
2. It is essential that students participate and use the french language to the best of their ability during class time.
3. Regular attendance is important. French classes will be held each day of the week, a total of six hours in one school week. It is the responsibility of the student to obtain and study any material missed due to absence.

E. **COMMUNICATIONS:**

Parents are invited at any time to contact me if they have any concerns regarding their son/daughter.

Ladysmith Secondary - French 11 Course Outline - *Mrs. I. Baker 1990-91*

A. **COURSE OUTLINE:**

Text Used: Passeport Français Books 6 and 7
Components covered: 22 - 28
First Term: Components 22 - 25
Second Term: Components 26 - 28

Each component will involve the following:

a) new vocabulary and grammar
b) two reading selections
c) a written review and a short written assignment
d) an oral/aural review
e) a vocabulary quiz and aural comprehension test
f) a written exam and a dictation

Recontres:

- This text will be issued as a source of supplementary reading material. Two to three selections will be dealt with in each reporting term.
- Supplementary audio/visual materials will be used to some extent for variety, additional vocabulary, and practice in listening and comprehension.

B. **COURSE EVALUATION:**

The two reporting terms will count for 75% of the course.

Approximate breakdown for each reporting term:

Major tests (written and aural comprehension)	70%
Oral work	15%
Quizzes/Written Assignments/Dictations/Projects	15%

C. **HOMEWORK AND CLASSROOM EXPECTATIONS:**

1. It is essential that students complete ALL homework ON TIME and it is strongly advised that all students REVIEW their work DAILY.
2. It is essential that students participate and use the French language to the best of their ability during class time.
3. Regular attendance is important. French classes will be held each day of the week, a total of six hours in one school week. It is the responsibility of the student to obtain and study any material missed due to absence.
4. It is essential that notebooks be neat, organized, complete and correct, so that they may be used effectively for studying and reviewing.

The general objectives of this course are:

a) To further develop good oral expression, reading comprehension, and aural comprehension.
b) To begin to develop good writing skills.

D. **COMMUNICATIONS:**

Parents are invited at any time to contact me if they have any concerns regarding their son/daughter.

Ladysmith Secondary - French 12 Course Outline - *Mrs. Mathers 1990-91*

A. **COURSE OUTLINE:**

Text Used: Passeport Français
Decouvertes

Passeporte Français: will cover the language elements of the course.
Components 29 - 31 will be covered in the first term.
Components 32 - 34 will be covered in the second term.
Each component will involve the following:

a) the teaching of new vocabulary and grammar
b) two reading selections
c) a written review and a written assignment
d) an oral review (in the form of a language lab)
e) a vocabulary quiz and aural comprehension test
f) a written exam and a dictation

The "Moulin a Paroles" video series and other audio/visual materials will be used for variety, additional vocabulary and practice in listening and comprehension skills.

Decouvertes:

- Will cover the literature elements of the course. A minimum of five selections (still to be determined) will be covered, some of which will involve prose, and some poetry.

Students writing the Scholarship Examination are expected to be familiar with an additional number of selections from the anthology "Decouvertes". They, too, have not yet been determined. Extra classes (after school or evenings) will be set up as soon as possible for all scholarship and any other interested students.

B. **COURSE EVALUATIONS:**

The subject teacher's evaluation of the student will amount for 50% of the final grade and the provincial examination result will amount for the remaining 50%.

Guide to Letter Grades:

A – Excellent competence with course content: includes ability to write a French composition, ability to comprehend the spoken word and ability to respond appropriately.
B – Above average competence with course content (and in all areas as stated above).
C-/P – Limited or minimal competence with course content (and in all areas as stated above).
F – Little if any competence with course content (and in all areas as stated above).

C. **GENERAL OBJECTIVES:**

Emphasis will be placed on the following:

a) written expression - in the form of dialogue completion, summarizing information, paragraphs, compositions, etc.
b) oral expression
c) reading comprehension
d) aural comprehension

To ensure success in the course it is essential that students PARTICIPATE WILLINGLY, ATTEND REGULARLY, REVIEW CONSTANTLY and have a good French/English dictionary on hand at all times.

D. **COMMUNICATIONS:**

Parents are invited at any time to contact me if they have any concerns regarding their son/daughter.

APPENDIX 11
Goal Statements

A useful way of describing French programs involves the use of numbers reflecting the accumulated hours of instructional time spent in French.

In a document published in April 1977, *Teaching and Learning French as a Second Language*, the Ontario Ministry of Education states that it is not the aim of all immersion programs to make pupils fully bilingual, but that through different number of hours of French instruction, one of three levels of proficiency may be achieved. The levels are designed as the basic level, the middle level, and the top level. The basic level is considered to be achievable through at least 1200 hours of French instruction during the students school career. It should enable the student to acquire a fundamental knowledge of the language, the ability to participate in simple conversation, the ability to read simple texts, and the ability to resume the study of French in later life. The middle level is considered achievable through at least 2100 hours of French instruction during the student's school career. It is expected to enable the student to read newspapers and books of personal interest with occasional help from a dictionary, to understand radio and television, to participate adequately in conversation, and to function reasonably well in a French-speaking community after a few month's residence. The top level is achievable through at least 5000 hours of French instruction during the student's school career. It should enable the student to continue his or her education using French as the language of instruction at the college or university level, to accept employment using French as the working language, and to participate easily in conversation.

In the *Secondary French Curriculum Guide, 1990* of the Province of British Columbia the objectives for French Second Language based on 500 hours of instruction from grades 8 - 12 is as follows: -

ATTITUDINAL OBJECTIVES

By the end of the Secondary French Program, the student should:

- have developed a desire to learn about the speakers of the French language.
- be aware of the role language serves in developing a good understanding of cross-cultural relationships in Canada and the world.
- derive a degree of satisfaction from the experience of studying French that results in a continuing involvement with the French language and French-speaking people outside the classroom and beyond the school curriculum.
- recognize the influence and contribution of French language and culture to Canadian and world civilization and to the arts.

LINGUISTIC OBJECTIVES:

By the end of the Secondary French Program, the student should:

Listening	• be able to understand the spoken language within the range determined by the student's linguistic experience and areas of interest.
Speaking	• be able to participate in conversations, free from major vocabulary, grammatical and pronunciation errors, within the student's linguistic experiences and areas of interest.
Reading	• be able to read in French with direct understanding for information and enjoyment.
Writing	• be able to write in a more sophisticated pattern of structures than can be expected in the student's French conversation.

CULTURAL OBJECTIVES:

By the end of the Secondary French Program, the student should:

- be aware of and be able to describe, in English or French, activities of everyday existence in a French-Canadian or French family.
- be able to demonstrate knowledge of countries where French is a primary language of communication.
- be able to compare and contrast the various patterns of social behaviour and organization found in French-speaking cultures with those of the student's **own** culture.
- have improved communication skills through involvement in activities that reflect practices typical of French-speaking cultures.

APPENDIX 12
Board Policy and Regulations

SCHOOL DISTRICT NO. 68 (NANAIMO)

POLICY NO. 3850

French Immersion Program

The Board shall provide French Immersion Programs based on parent interest and the availability of facilities and resources. The provision of such programs shall adhere to the same class size, supplies and equipment standards applied generally in the District.

All students shall have equal opportunity for access to available programs pursuant to the accompanying procedures.

In those instances when the demand exceeds availability of facilities or resources, a review will be instituted to ensure a reasoned and viable implementation or expansion process.

Adopted 83.06.22

French Immersion Registration

A. Announcement of Registration Period

1. The Registration Committee (Principals of Elementary Immersion schools and district staff member) will set the registration period for the coming school year.

2. The initial registration period will be at least one week long, and will be in March or April. (See Section C.)

3. An announcement will be placed in the news media and in school newsletters informing parents of the registration period and of the availability of application forms.

4. Application forms for French Immersion will be available at elementary schools and the Board Office. The application form will allow for school preference in priority order.

B. Registration Procedures

1. Registration will be on a first-come, first-served basis.

2. Parents shall register their children by presenting, in person, an application form (and birth certificate) at a central location to be announced. If a delegate is necessary, each delegate may represent only one family. Application forms will be marked with the date and time of receipt.

3. The Registration Committee will meet within a week following the closing of the registration period to designate students as "duly registered" and to establish a waiting list. In assigning students to class lists, the Committee shall:

   a) where possible, place children from the same family in the sam school, and
   b) where possible, place children living in the immediate neighborhood of a particular school at that school.

4. Letters will be sent to all applicants to inform them of the placement of their children on class lists or on the waiting list.

C. Later Registration and Waiting Lists

1. Applications received after the close of registration will be added to class lists if possible or to the waiting list.

2. When a vacancy occurs, students will be accepted into the program from the waiting list. No new students will be added to a Grade One class after the end of the first week of September, or to a Kindergarten class after Spring Break.

3. Parents will be given 48 hours after notification to accept the opportunity to enrol a student as a result of a vacancy.

D. Planning for Future Registration

1. Each September and January, parents of children too young for registration will be encouraged to complete an "Intent to Register in French Immersion Form". This form will show the intended year of registration and the preference for schools or geographic areas. Parents who complete this form must apply during the registration period in the appropriate year.

2. These forms will be used by the Registration Committee in making annual recommendations to the Superintendent of Schools regarding:

   a) intake numbers for future years,
   b) expansion to further schools,
   c) transfers to be initiated to avoid educationally unsound class groupings.

E. Pupil Transfers

1. Pupils without previous French Immersion or Programme Cadre exposure will not be admitted beyond Grade One unless they are able to demonstrate the required skills and abilities.

2. Transfers from outside School District #68 (with French Immersion or Cadre experience) will be allowed to state a preference for attending schools in School District #68, and will be placed by district staff where there are vacancies.

3. Transfers within School District #68 from one French Immersion school to another will be approved only if, after consultation with parents, principals, teacher and counsellors, it is agreed that the transfer will solve a specific problem for that student.

F. Transportation

1. Student transportation is the responsibility of the parent.

2. Students may ride the school bus when space is available on existing routes.

Adopted 83.06.22
Amended 87.05.27